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ABSTRACT

A study examined the success of the Pennsylvania Department of Education's Exemplary Program Project for Vocational Education in implementing and replicating exemplary vocational education programs, disseminating information about successful programs to local education agencies, and motivating school officials and teachers to develop or replicate additional exemplary programs. Data for the evaluation were obtained from questionnaires administered to teachers and administrators of all 42 exemplary and 33 replication programs that had been funded under the Exemplary Program Project as well as from site visitations to 11 of the exemplary and 6 of the replication programs. Detailed conclusions were then developed with respect to the following program characteristics and outcomes: target population served, the benefits of exemplary status to a vocational education program, the benefits to schools in which exemplary programs are located, exemplary program dissemination activities, ways in which schools learned of the availability of exemplary program funding, services provided by state staff to replication projects, characteristics of the exemplary and replication programs funded, levels of local support needed to supplement exemplary program funding, state-level benefits resulting from the project, and the feasibility of continuing the project. (Appendixes include criteria for an exemplary program in marketing and distributive education, an exemplary program dissemination proposal, the survey materials and interview guide used in the evaluation, case studies, and descriptions of 11 exemplary and 6 replication programs.) (MN)

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ED295048

FINAL REPORT

ASSESSMENT OF THE IMPACT OF THE EXEMPLARY PROGRAM PROJECT FOR VOCATIONAL EDUCATION

(Identification, Dissemination and Replication - 1983 to 1986)
FY 1983-84, FY 1984-85, FY 1985-86 and 1987

for

Research Coordinating Unit for Vocational Education
Bureau of Vocational and Adult Education
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December, 1987

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RESEARCH REPORT

This research report was performed pursuant to an agreement between the Pennsylvania Department of Education, Bureau of Vocational and Adult Education Research Coordinating Unit, Harrisburg, Pennsylvania, and the University of Pittsburgh, Vocational Education Program. The contractors were encouraged to express their professional judgment freely in the contracting of the project. The conclusions and recommendations stated herein do not necessarily represent the position or policy of the Pennsylvania Department of Education, Bureau of Vocational and Adult Education or its staff.

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ABSTRACT

Title: ASSESSMENT OF THE IMPACT OF THE EXEMPLARY PROGRAM PROJECT FOR VOCATIONAL EDUCATION (Identification, Dissemination and Replication - 1983 to 1986)

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March 9, 1987 - June 30, 1987
$19,741.00

This project examined the extent to which the Department of Education's Exemplary Program Project for Vocational Education (including replication programs) have been successful in accomplishing their objectives. It determined the extent to which the present strategy of funding has resulted in (1) successful exemplary program/replication project implementation; (2) the dissemination of effective vocational education programming to the local education agency (LEA), the specific vocational program and the statewide competency-based curriculum effort; and (3) motivation for school officials and teachers to develop or replicate additional exemplary programming. This study provides data that will help to determine if the expenditure of funds for programs/projects should remain constant or whether new strategies are necessary.

Objectives

1.0 To analyze the population served through the Exemplary Program and Replication Project.
2.0 To determine the benefits of exemplary status to a vocational education program.
3.0 To determine whether and to what extent there are benefits to a school where an exemplary vocational education program is located.
4.0 To identify the exemplary vocational education program dissemination activities.
5.0 To determine how schools learned about Exemplary Program Project and Project Replication funds.
6.0 To list services provided by State staff to replication projects.
7.0 To identify the characteristics of an exemplary vocational education program and associated replication project.
8.0 To identify the levels of local support (fiscal included) needed to supplement exemplary program funding.
9.0 To determine whether and to what extent project funding is adequate for replication of an exemplary vocational education program.
10.0 To determine what State level benefits result from exemplary program activity dissemination and program replication.
11.0 To determine whether and to what extent the Exemplary Program Project for Vocational Education should be continued.

Contributions

This study analyzed and reported the characteristics and outcomes of the Pennsylvania Department of Education's Exemplary Program Project for Vocational Education including dissemination and replication projects for 1983 (beginning of the initiative) through 1986 projects (funded to December 31, 1986). The scope of the work was to assess the impact of 42 Exemplary Programs and 33 Replication Projects of that period.

Products

. Data Summary
. Case Studies
. Stratification of Results
. Final Report

FOREWARD

The appreciation of the project team must be expressed to a large number of people whose cooperation was central to the completion of this study.

The advice and assistance of the Pennsylvania Bureau of Vocational and Adult Education was immeasurable. Special appreciation must be expressed to Dr. Thomas Winters, Chief Research and Evaluation and Data Management Section, Ms. Carolyn Kratz, Chief, Curriculum and Personnel Development Section, and Dr. Clarence A. Dittenhafer, Research Associate, Research, Evaluation and Data Management Section, was invaluable. The administrators and teachers of the Pennsylvania Department of Education's Exemplary Programs and Replication Projects throughout the Commonwealth were exceptionally helpful, particularly those whose time was fruitfully called upon for interviews and assistance in arranging for on-site visitations. The administrators and teachers who completed questionnaires and gave their time and perceptions during interviews were, of course, the core to the study.

The project team is also most appreciative of the cooperation of colleagues in the University of Pittsburgh's Vocational Education Program.

Our sincere thanks to all who helped University of Pittsburgh Vocational Education Program Project Team

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The Carl D. Perkins Vocational Education Act of 1984 designated one percent of a state's allocation for Exemplary Programs/Projects identification. This legislations provides funding to ensure that vocational students receive superior education and training. The priorities for this funding are to:

a. Provide support for dissemination activities for vocational education programs which have been identified as exemplary by the Bureau of Vocational and Adult Education.

b. Provide funds to replicate an exemplary program as identified by the Bureau of Vocational and Adult Education.[1].

Nationally, there are over 3,000 identified Exemplary Programs or Replication Projects in vocational education. California has identified the greatest number, with 121 Exemplary Programs.[2] Pennsylvania recognized its own exemplary vocational education programs prior to the 1984 Perkins Act:

> Since 1976, the Bureau of Vocational and Adult Education has provided nearly $6 million to plan, implement and identify exemplary programs of vocational education in Pennsylvania.[3]

In Pennsylvania, the Bureau of Vocational and Adult Education (BVAE) followed the mandates of the 1984 legislation by formally instituting the Exemplary Program Project, "In Search of Excellence." This was designed in Fiscal Year (FY) 1983-84 to identify outstanding vocational education programs. (Since the 1983-84 "Guidelines for Submission of Applications for Vocational Education Funds" had been published and issued during 1982-83, they did not address the Exemplary Program Project.) The stated purpose of the Exemplary Program Project during its initial year (FY 1983-84) was to identify outstanding vocational education programs in local school districts, area vocational-technical schools, and postsecondary institutions - colleges, universities and public or nonprofit private agencies - and then to replicate those successful activities in other schools.

Specifically, the purposes of the Exemplary Vocational Education Projects continue to be:

1. Provide school officials, teachers, and other interested persons an opportunity to observe effective vocational education programs emphasizing competency-based instruction.
2. Motivate school officials, teachers, and other interested persons to develop quality programs emphasizing competency-based instruction.
3. Assist other schools in obtaining practical information to help them improve their programs.
4. Recognize the individual schools that have responded to contemporary needs requiring emphasis of and sound instruction for development of comptencies.
5. The Pennsylvania "Guidelines for Submission of Applications for Vocational Education Funds" for FY 1985-86 changed the eligible agency list to include only school districts and area vocational-technical schools. For FY 1986-87 (and for 1987-88), the list of eligible agencies was again changed, this time to include school districts, area vocational-technical schools, community colleges, and colleges and universities.
6. Applicants who addressed "Priority A -- Exemplary Status" were accepted only by invitation of the BVAE Exemplary Program Coordinator and, if status was achieved, were limited to a maximum grant of $2500 to support Exemplary Program dissemination activities.

Applicants who subsequently sought Replication status ("Priority B") were accepted in Statewide competition, with a funding cap of $6000 on a single, one-year Replication grant award.[5]

Applicants for recognition under either "Priority A" (Exemplary Program) or "Priority B" (Replication Project) had, first, to submit a pre-application to BVAE and receive approval before the final application could be submitted. The pre-application (shown in Appendix A) asked the applicant to summarize the proposed project in 50 words or less, providing a description of what was to be done. Replication applicants were asked to include the name of the Exemplary Program to be replicated or a specific curriculum to be utilized.[6]

Applicants seeking Exemplary Program status were also asked to complete a self-evaluation, the "Exemplary Vocational Education Criteria" list, which had been established for individual vocational program areas by BVAE to measure, and assure, the effectiveness of a vocational program's curriculum, instruction, administation, and quality of innovative vocational practices. These "criteria" lists were developed by panels of experts from around the State, in each program area, who were selected by BVAE personnel. (A sample of a program "criteria" list is shown in Appendix B). If, after self-evaluation, the school administration and the vocational teacher believed all established criteria for selection as an Exemplary Program had been satisified, an application was completed by the school and forwarded to the Curriculum and Personnel Development Section of BVAE.

The application narrative, for both Exemplary and Replication Projects, was a single-page summary, using a standard format. (A sample of this format is shown in Appendix C.) Using the standard format, in which the purpose, objectives, procedures, contribution to education, products, and evaluation had been pre-written by the BVAE Exemplary Program Coordinator, the applicant had only to fill in the name of the program and the school.[7]

The budget for an Exemplary program application was also standardized, with line-item categories for expenditures set for printing, mailing, substitute teachers, travel, and development of a slide-tape or videotape presentation describing the Program. The fuding granted to an Exemplary Program had to be utilized to encourage other schools to replicate their exemplary program practices, i.e., "dissemination" of the Exemplary Program. The BVAE Exemplary Program Project was designed to utilize the concept of "modeling" as the most cost-efficient means of program improvement because it avoided wasting time and money in the duplication of exemplary materials, practices, and procedures.

The Exemplary Program budgeted activities, as listed above, supported the standardized objectives of the Exemplary Program dissemination grant applications. The objectives, as listed on the one-page narrative of the application, were to:

- Provide a model for others to observe.
- Disseminate curriculum and instructional materials to be used by other vocational educators wishing to improve programs.
- Provides examples of exemplary instructional behaviors to vocational teachers.
- Furnish technical assistance to replicating school personnel.
- Promote quality vocational education.
- Provide presentations at workshops, conferences, and meetings of vocational educators.

- Attend conferences to maintain high levels of instructional competency and curriculum validity.[8]

(The Replication Project budget included all of the above, with an additional line item for the purchase of equipment and supplies. Replication of an Exemplary Program curriculum, equipment, and materials was considered to be a cost-effective means of program improvement.)

After an Exemplary Program application was reviewed at BVAE, a site visit was made by the BVAE Exemplary Program Coordinator and/or designee(s). Based upon the observations and information obtained from the site visit(s), each teacher and/or administrator was officially notified whether or not the program had been selected as an Exemplary Program. (Programs that did not qualify as Exemplary were provided with information relative to the specific changes that were needed to meet the established criteria.)

The programs officially selected as Exemplary were notified by the Department of Education of their selection and received recognition in the forms of news releases, certificates, and banners presented at the annual Pennsylvania Vocational Education Conference (PVEC). Each program that offically designated as Exemplary had to signify its willingness to participate in this project, agree to schedule visitation days for visitors who desired to see the program in operation, and file a final report at the end of the funding year, describing dissemination activities, including a list of visitors.

Exemplary programs that maintained Exemplary standards could apply for a $2500 dissemination activities grant in the succeeding years, whereas Replication Projects were eligible for only one one-year grant, to a maximum of $6000, to replicate the identified Exemplary Program(s).

Applications for both Exemplary and Replication Projects were reviewed during the period from June to January of each funding year.[9]

The procedures for application for Exemplary Program status, dissemination, and replication were modified in the FY 1987-88 "Guidelines for Submission of Applications for Vocational Education Funds." For FY 1987-88, a pre-application was still required; however, the required narrative was expanded to five double-spaced pages (maximum) addressing objectives, procedures, expected contribution to education, products to be submitted to BVAE, and evaluation.[10]

In the FY 1987-88 "Guidelines," the eligible agencies were unchanged from the previous year, as were the "priorities"; i.e., "Priority A" addressed grant support for Exemplary dissemination activites, and "Priority B" addressed grant support for replication of an Exemplary Program. However, while the prior years provides for $2500 in dissemination funding to support "Priority A," for FY 1987-88 this was increased. Figure 1 shows the 1987-88 schedule for funding for Exemplary Program dissemination grants.

FIGURE 1

SCHEDULE OF EXEMPLARY PROGRAM DISSEMINATION FUNDING
FISCAL YEAR 1987-1988[11]

Number of Exemplary Programs in an LEA	Years Served (as Exemplary)					
	*1	*2	**3	**4	5	6 thru 10
1	4K	2.5K	2K	2.5K	1.5K	---
2	8K	5K	2K	2.5K	1.5K	---
3	12K	7.5K	2K	2.5K	1.5K	---
4	16K	10K	2K	2.5K	1.5K	---
5	20K	12.5K	2K	2.5K	1.5K	---
6	24K	15K	2K	2.5K	1.5K	---
7	28K	17.5K	2K	2.5K	1.5K	---
8	32K	2.5K	2K	2.5K	1.5K	---

*Total amount of exemplary funds an LEA may receive.
**Amount received for each exemplary program in an LEA.

PURPOSE OF THE STUDY

This study, Assessment of the Impact of the Exemplary Program Project for Vocational Education (Identification, Dissemination, and Replication - 1983 to 1986, was conducted for the Pennsylvania Department of Education's Bureau of Vocational and Adult Education by the University of Pittsburgh's Vocational Education Program to determine whether the 75 Exemplary Programs and Replication Projects funded in Pennsylvania in FY 1983-84, FY 1984-85, FY 1985-86, and July to December of FY 1986-87 were productive in accomplishing the intent of the funding and to provide recommendations for future management of the Exemplary Program Project.

Specifically, the purpose of the study was to determine:

1. Benefits of the exemplary vocational education program identification to the local education agnecy, the specific vocational program, and the statewide curriculum dissemination effort.

2. Dissemination activities engaged in by the exemplary vocational education programs.
3. Processes by which schools/vocational education programs become involved in the replication process and subsequent funding.
4. Services provides to funded replication programs by the mentor exemplary vocational education programs.
5. Outcomes of replication grants and determinants of a successful replication process.

In summary, the study examined the extent to which the Department of Education's Exemplary Program Project for Vocational Education (including replication programs) have been successful in accomplishing their objectives, or, the extent to which the present (sic) strategy of funding resulted in (1) successful exemplary program/replication project implementation, (2) the dissemination of effective vocational education programming to the local education agency (LEA), the specific vocational program and the state-wide competency-based curriculum effort, and (3) motivation for school officials and teachers to develop or replicate additional exemplary programs. The study provides evidence that will help to determine if the expenditure of funds for programs/projects should remain constant or whether new strategies are necessary.

OBJECTIVES OF THE STUDY

In order to assess the impact of the characteristics and outcomes of the Department of Education's Exemplary Program Project for Vocational Education, including dissemination and replication projects funded during the four-year period of FY 1983-84, 1984-85, 1985-86, and 1986-87 (to December 31, 1986), the study objectives were:

1. To analyze the population served through the Exemplary Program and Replication Project.

2. To determine the benefits of exemplary status to a vocational education program.
3. To determine whether and to what extent there are benefits to a school where an exemplary vocational education program is located.
4. To identify the exemplary vocational education program dissemination activities.
5. To determine how schools learned about Exemplary Program Project and Project Replication funds.
6. To list services provided by State staff to replication projects.
7. To identify the characteristics of an exemplary vocational education program and associated replication project.
8. To identify the levels of local support (fiscal included) needed to supplement exemplary program funding.
9. To determine whether and to what extent project funding is adequate for replication of an exemplary vocational education program.
10. To determine what State level benefits result from exemplary program activity dissemination and program replication.
11. To determine whether and to what extent the Exemplary Program Project for Vocational Education should be continued.

COMPOSITION OF THE REPORT

Chapter II of this report relates several configurations of the demographic detailing of Exemplary Programs and Replication Projects funded during the study years. This information was assembled from a review of BVAE records of funded projects.

Chapter III details the methodology used in the research project. It relates to the development and content of survey questionnaires and interview schedules, as well as the method used to determine survey and interview populations.

Chapter IV contains the presentation of data collected through self-reporting questionnaires issued to administrators and teachers of Exemplary Programs and Replication Projects and through on-site visitations.

Based on analysis of this data, a summary of findings appears in Chapter V, answering the questions posed by the 11 objectives of the study.

Recommendations for programmatic and fiscal operation of the Department's Exemplary Program Project are found in Chapter VI. This chapter also relates guidelines useful in preparing a delivery model for future Exemplary Programs and Replication Projects in Pennsylvania.

The Appendices contain samples of PDE forms, survey instruments and interview guide used in site visitations to a selected sample of 17 funded projects.

FOOTNOTES

[1] "Exemplary Programs in Vocational Education." Bureau of Vocational and Adult Education, Pennsylvnaia Department of Education, Harrisburg, PA, 1986.

[2] "The National Center for Research in Vocational Education Final Reports." Columbus, Ohio, 1985-86, p. 63.

[3] "Exemplary Programs in Vocational Education." Bureau of Vocational and Adult Education, Pennsylvania Department of Education, Harrisburg, PA, 1986.

[4] Ibid,

[5] "Guidelines for Submission of Applications for Vocational Education Funds, 1983-84, 1984-85, 1985-86, and 1986-87." Bureau of Vocational and Adult Education, Pennsylvania Department of Education, Harrisburg, PA.

[6] Ibid.

[7] "Exemplary Program Dissemination Proposal." Pennsylvania Department of Education, August 19, 1986.

[8] Ibid.

[9] "Guidelines for Submission of Applications for Vocational Education Funds, 1983-84, 1984-85, 1985-86, and 1986-87." Bureau of Vocational and Adult Education, Pennsylvania Department of Education, Harrisburg, PA.

[10] "Guidelines for Submission of Applications for Vocational Education Funds, 1987-88." Bureau of Vocational and Adult Education, Pennsylvania Department of Education, Harrisburg, PA.

[11] Ibid.

CHAPTER II

BACKGROUND INFORMATION

Through a review of BVAE records pertaining to the Exemplary Program Project, evidence determined that 42 vocational programs have been awarded and maintained Exemplary Program status between the inception of the Program Project in FY 1983-84 and the cut-off date for this study, December 31, 1986. Replication Project grants were first awarded in FY 1984-85. According to BVAE records, 33 Replication Projects were eligible for inclusion in the study; i.e., those receiving approval and funded during FY 1984-85 and FY 1985-86.

As is shown in Figure 2, the 75 funded programs (42 Exemplary Programs and 33 Replication Projects) that comprised the population of interest were located in 47 public-sector schools in Pennsylvania. In Figure 2, the schools are listed alphabetically and are numbered 1 through 47 according to alphabetical reference. Likewise, Exemplary Programs and/or Replication Projects located at schools are presented alphabetically and not according to any funding precedence. (It should be noted that the Nurse Assisting Replication Project in Carbon County AVTS is a replication of an Exemplary Program, no longer in existance due to loss of the Exemplary Program teacher, at the Alvin Swenson Skills Center. All other Replication Projects will be shown, in subsequent configurations, to be currently mentored.)

Figure 3 presents the study population according to type of school setting: three community colleges with one Exemplary Program each and

FIGURE 2

STUDY POPULATION OF EXEMPLARY PROGRAMS (FY 1983-84, FY 1984-85, FY 1985-86, FY 1986 [JULY 1-DECEMBER 31], AND REPLICATION PROJECTS (FY 1984-85, FY 1985-86) ALPHABETICALLY BY SCHOOL*

Name	Exemplary Program (N=42)	Replication Project (N=33)
Altoona AVTS	Assessment/Remediation/ Mainstreaming	--
Altoona High School	--	Industrial Arts/Drafting
Alvin Swenson Skills Center	Baking Child Care Drafting Attendant Clinical Assisting Dental Assisting Food Service	Vocational Guidance
Bald Eagle High School	--	Business Education
Bensalem High School	--	Cooperative Education/ Diversified Occupations
Berlin Brothersvalley High School	--	Business Education
Bermudian Springs High School	--	Industrial Arts/Drafting
Bradford High School High School	--	Single Parent/Homemaker
Bristol School District	--	Diversified Occupations
Brockway High School	--	Industrial Arts/Wood
Carbon County AVTS	--	Nurse Assisting
Central Columbia AVTS	--	Marketing/Distributive Education
Central Westmoreland County AVTS	Carpentry Data Processing Heating/Ventilation/Air Conditioning	Diversified Occupations

FIGURE 2 (Continued)

Name	Exemplary Program (N=42)	Replication Project (N=33)
Crawford County AVTS	Welding	—
Delaware County Community College	Single Parent/Homemaker	—
Derry Area High School	Horticulture	Agriculture Production
Eastern Lancaster School District	—	Cooperative Education/ Diversified Occupations
Eastern Montgomery County AVTS	Auto Body Commercial Art Electronics	—
Erie County AVTS	Sex Equity	—
Forbes Road East AVTS	—	Sex Equity
Franklin County AVTS	—	Marketing/Distributive Education
Governor Mifflin High School	Diversified Occupations	—
Harrisburg-Steelton Highspire AVTS	—	Industrial Arts/Drafting
Huntingdon County AVTS	—	Marketing/Distributive
Lackawanna Trail High School	—	Cooperative Education
Lake-Lehman High School	Industrial Arts/Wood	—
Lebanon County AVTS	Cosmetology Marketing/Distributive Education	Cooperative Education
Lehigh County AVTS	Occupational/Transitional Single Parent/Homemaker Vocational Guidance	Welding
Littlestown High School	—	Agriculture Production

FIGURE 2 (Continued)

Name	Exemplary Program (N=42)	Replication Project (N=33)
Luzerne County Community College	Single Parent/Homemaker	—
McKeesport AVTS	—	Business Education Industrial Arts/Drafting
Mercer County AVTS	Single Parent/Homemaker Vocational Guidance	—
Muncy High School	—	Diversified Occupations
Norristown High School	Industrial Arts/Drafting	—
North Fayette AVTS	—	Marketing/Distributive Education
Northampton County Community College	—	Single Parent/Homemaker
Penn Hills High School	—	Industrial Arts/Drafting
Reading High School	Accounting General Office Secretarial	—
School District of Pittsburgh	Industrial Arts/Metal Project S.E.T. Sex Equity	—
Shikellamy High School	Industrial Maintenance	—
Solanco High School	Agriculture Production	—
Steelton-Highspire High School	Accounting General Office Secretarial	—
Tyrone High School	Agriculture Production	—
Twin Valley High School	—	Business Education Diversified Occupations
Warren County AVTS	—	Business Education Vocational Guidance

FIGURE 3

STUDY POPULATION OF EXEMPLARY PROGRAMS AND REPLICATION PROJECTS BY TYPE OF SCHOOL SETTING

Exemplary Programs		Replication Projects	
School Name	Program	School Name	Program
A. COMMUNITY COLLEGES			
1. Delaware County	1. Single Parent	1. Northampton County	1. Single Parent
2. Luzerne County	2. Single Parent		
3. Williamsport Area	3. Forest Technology		
B. AREA VOCATIONAL-TECHNICAL SCHOOLS			
1. Altoona	1. Mainstreaming	1. Carbon County	1. Nurse Assisting
2. Central Westmoreland County	2. Central Westmoreland County	2. Central Westmoreland County	2. Diversified Occupations
	3. Heating, Air Conditioning Ventilation		3. Food Service 4. Marketing/Distributive
	4. Scientific Data Processing	3. Fobes Road East 4. Franklin County	5. Sex Equity 6. Marketing/Distributive Education
3. Crawford County	5. Welding		
4. Eastern Montgomery County	6. Auto Body Repair 7. Commercial Art 8. Electronics	5. Harrisburg-Steelton-Highspire	7. Drafting & Design Technology
5. Erie County	9. Sex Equity		
6. Lebanon County	10. Cosmetology 11. Marketing/Distributive Education	6. Huntingdon County	8. Marketing/Distributive Education
7. Lehigh County	12. Single Parent 13. Occupational Transition 14. Vocational Guidance	7. Lebanon County 8. Lehigh County 9. McKeesport	9. Co-op Education 10. Welding 11. Business Education
8. Mercer County	15. Single Parent 16. Vocational Guidance		12. Drafting & Design Technology
9. Swenson Skills Center	17. Baking 18. Child Care 19. Clinical Lab 20. Dental Assisting 21. Food Management, Production, Service	10. North Fayette 11. Swenson Skill Center 12. Warren County	13. Marketing/Distributiv Education 14. IA-Drafting 15. Business Education
10. Wilkes-Barre	22. Machine Shop		16. Vocational Guidance

Figure 3 (Continued)

Exemplary Programs		Replication Projects	
School Name	Program	School Name	Program
C. COMPREHENSIVE HIGH SCHOOLS			
1. Harry S. Truman	1. Diversified Occupations	1. Altoona	1. Industrial Arts - Drafting
2. Derry Area	2. Agriculture-Horticulture	2. Bald Eagle	2. Business Education
3. Governor Mifflin	3. Diversified Occupations	3. Bensalem	3. Co-op Education/ Diversified Occupations
4. Lake-Lehman	4. Industrial Arts-Wood	4. Berlin Brothersvalley	4. Business Education
5. Norristown	5. Drafting	5. Bermudian Springs	5. Industrial Arts - Drafting
6. Pittsburgh-Peabody	6. Industrial Arts-Metals	6. Bradford	6. Single Parent
	7. Disadvantaged	7. Brockway	7. Industrial Arts - Woodworking
	8. Sex Equity	8. Central Columbia	8. Marketing Dist./Educ.
7. Reading	9. Bus. Ed. - Accounting	9. Derry Area	9. Co-op Educ.
	10. Bus. Ed. - General Office	10. Eastern Lancaster	10. Vocational Agriculture
	11. Bus. Ed. - Secretarial	11. Lackawanna	11. Co-op Educ.
8. Shikellamy	12. Industrial Maintenance	12. Littlestown	12. Vocational Agriculture
9. Solanco	13. Agriculture Production	13. Muncy	13. Diversified Occupations
10. Steelton-Highspire	14. Bus. Ed. - Accounting	14. Penn Hills	14. Industrial Arts - Drafting
	15. Bus. Ed. - General Office	15. Twin Valley	15. Business Education
	16. Bus. Ed. - Secretarial		16. Diversified Occupations
11. Tyrone	17. Agriculture Production		

TOTALS:

Exemplary		Replication	
24 Schools	42 Programs	27 Schools	33 Programs

one with one Replication Project; ten AVTSs with 22 of the Exemplary Programs and 12 with 16 Replication Projects; and 11 comprehensive high schools with 17 Exemplary Programs, as well as 15 high schools with a total of 16 Replication Projects.

EXEMPLARY PROGRAMS

As was illustrated in Figures 2 and 3, the 42 Exemplary Programs of the study years were located in three community colleges (CCs), ten area vocational-technical schools (AVTSs), and 15 comprehensive high schools (HSs).

An alphabetical distribution (not shown) of the schools in which the 42 Exemplary Programs were located is the basis for the numbering system used in Figure 4, Exemplary Program Schools by Region. As is shown in Figure 4 and the accompanying map (Figure 5) of Vocational Education Regions in Pennsylvania, there were more Exemplary Programs in the Eastern Region (24) than in the Western and Central Regions combined (11 and seven, respectively). As can be seen in Figure 5, where digits used to identify programs match those used in Figure 4, Exemplary Programs were not more prevalent in the Eastern Region, they were more likely to serve the more populace areas. In the Western Region, Exemplary Programs were located in five of 20 counties: Allegheny (three programs); Crawford (one program); Erie (one program); Mercer (two programs); and Westmoreland (four programs). In the Central Region, Exemplary Programs were located in four of 24 counties: Blair (two programs); Dauphin (3 programs, all within one Business Education program at one school); Lycoming (one program); and Northumberland (one program).

FIGURE 4

EXEMPLARY PROGRAM SCHOOLS, BY REGION FY 1984-84, BY 1984-85, AND FY 1986-87 (TO DECEMBER 31, 1986)

N=42

Western Region (N=11)	Central Region (N=7)	Eastern Region (N=24
8 - Central Westmoreland AVTS	1 - Altoona AVTS	2 - Alvin Swenson Skills Center
9 - Central Westmoreland AVTS	35 - Shikellamy AVTS	3 - Alvin Swenson Skills Center
10 - Central Westmoreland AVTS	36 - Steelton-Highspire HS	4 - Alvin Swenson Skills Center
11 - Crawford County AVTS	37 - Steelton-Highspire HS	5 - Alvin Swenson Skills Center
13 - Derry Area HS	38 - Steelton-Highspire HS	6 - Alvin Swenson Skills Center
17 - Erie County AVTS	40 - Tyrone Area HS	7 - Bristol SD (Harry S. Truma HS)
26 - Mercer County AVTS	42 - Williamsport Area CC	12 - Delaware County CC
27 - Mercer County AVTS		14 - Eastern Montgomery AVTS
32 - School District of Pgh.		15 - Eastern Montgomery AVTS
33 - School District of Pgh.		16 - Eastern Montgomery AVTS
34 - School District of Pgh.		18 - Governor Miffli HS
		20 - Lebanon County AVTS
		21 - Lebanon County AVTS
		22 - Lehigh County AVTS

Figure 4 (Continued)

N=42

Western Region (N=11)	Central Region (N=7)	Eastern Region (N=24
		23 - Lehigh County AVTS
		24 - Lehigh County AVTS
		25 - Luzerne County CC
		28 - Norristown HS
		29 - Reading HS
		30 - Reading HS
		31 - Reading HS
		39 - Solanco HS
		41 - Wilkes-Barre AVTS

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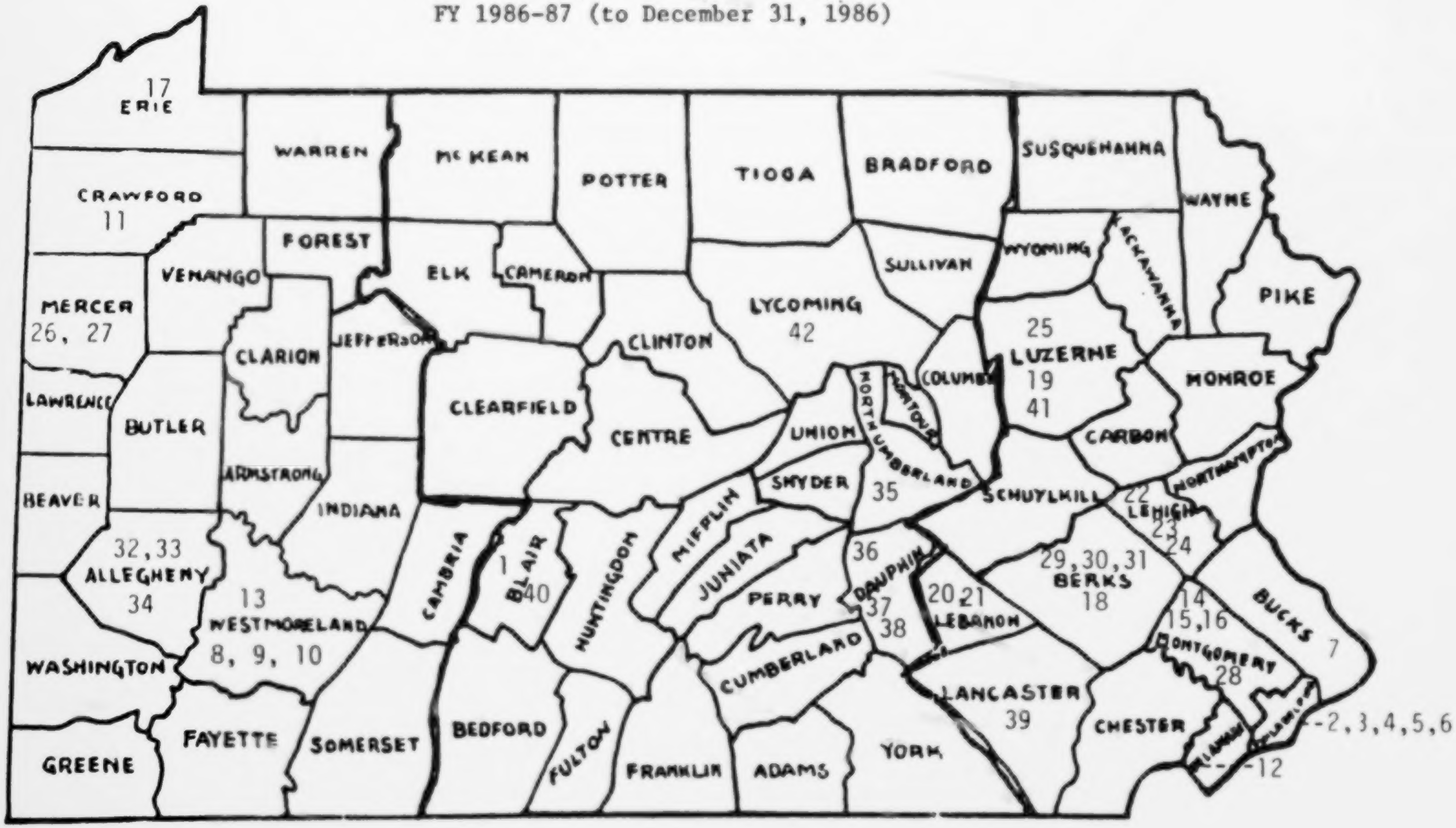
Figure 5

Regional Distribution of Exemplary Programs in Pennsylvania,
FY 1983-84, 1984-85, 1985-86, and
FY 1986-87 (to December 31, 1986)


17
ERIE
CRAWFORD
11
WARREN
McKEAN
POTTER
TIOGA
BRADFORD
SUSQUEHANNA
WAYNE
FOREST
VENANGO
ELK
CAMERON
SULLIVAN
WYOMING
LACKAWANNA
PIKE
MERCER
26, 27
CLARION
JEFFERSON
CLINTON
LYCOMING
42
25
LUZERNE
19
41
MONROE
LAWRENCE
BUTLER
CLEARFIELD
CENTRE
UNION
NORTHUMBERLAND
MONTOUR
COLUMBIA
CARBON
ARMSTRONG
SNYDER
35
SCHUYLKILL
NORTHAMPTON
BEAVER
INDIANA
22
LEHIGH
23
24
32,33
ALLEGHENY
34
CAMBRIA
1
BLAIR
40
HUNTINGDON
MIFFLIN
JUNIATA
PERRY
36
DAUPHIN
37
38
20 21
LEBANON
29,30,31
BERKS
18
BUCKS
7
13
WESTMORELAND
8, 9, 10
14
15,16
MONTGOMERY
28
WASHINGTON
CUMBERLAND
LANCASTER
39
CHESTER
PHILADELPHIA
DELAWARE
2,3,4,5,6
12
GREENE
FAYETTE
SOMERSET
BEDFORD
FULTON
FRANKLIN
ADAMS
YORK

WESTERN	CENTRAL	EASTERN
N = 11	N = 7	N = 24
(11 Exemplary Programs)	(7 Exemplary Programs)	(24 Exemplary Programs)
(5 of 20 Counties)	(4 of 24 Counties)	(9 of 23 Counties)

The distribution of the 24 Exemplary Programs in the Eastern Region counties was: Berks (four programs, three of which were in Business Education at one school); Bucks (one program); Lancaster (two programs); Lebanon (one program); Lehigh (three programs); Luzerne (four programs); Montgomery (three programs); and Philadelphia (five programs).

Yet another configurative arrangement of the Exemplary Programs of the study population is shown in Figure 6, which arranges the Exemplary Programs according to instructional content area. Of the 42 Programs, the instructional content of 28 of the Programs addressed the substantive areas of vocational education: Agriculture (four programs); Business Education (six programs, or three in each of two school's Business Education programs); Health Occuaptions (two progtams); Home Econamoics (three programs); Marketing and Distributive Education (one program); Trade and Industrial Education (seven programs); Technical Education (two programs); and Industrial Arts (three programs). While the seven separate vocational program areas represented within the Trade and Industrial Education group appear to be the greatest number of any of the substantive areas, this, of course, only a small number of those in which instruction is actually offered in the State.

The balance of the Exemplary Programs appear in Figure 6 under the general heading of "Support Content." These 14 programs, although also instructional, are included in this group because of the opportunities they provide for guidance and application of vocational competencies through special support components. The greatest numbers in this category were: Single Parent and Homemaker (four programs, three of which were at community colleges); and programs for the Disadvantaged and

FIGURE 6

SUBSTANTIVE CONTENT OF EXEMPLARY PROGRAMS*

N=42

Instructional Content (N=28)

Agriculture (N=4)
13 - Derry Area HS - Horticulture
40 - Tyrone - Agriculture Production
42 - Williamsport Area CC - Forestry
39 - Solanco HS - Agriculture Production

Business Education (N=6)
29 - Reading HS - Accounting

30 - Reading HS - General Office
31 - Reading HS - Secretarial
36 - Steelton-Highspire HS - Accounting
37 - Steelton-Highspire HS - General Office
38 - Steelton-Highspire HS - Secretarial

Health Occupations (N=2)
5 - Alvin Swenson Skills Center - Clinical Assisting
6 - Alvin Swenson Skills Center - Dental Assisting

Home Economics (N=3)
2 - Alvin Swenson Skills Center - Child Care Attendant
3 - Alvin Swenson Skills Center - Baking
4 - Alvin Swenson Skills Center - Food Service

Industrial Arts (N=3)
33 - Pittsburgh SD - Metals Manufacturing
19 - Lake-Lehman HS - Industrial Arts/Wood
28 - Norristown HS - Drafting/Design Technology

Marketing (N=1)
20 - Lebanon County AVTS

Technical (N=2)
9 - Central Westmoreland County AVTS - Scientific Data Processing
16 - Eastern Montgomer County AVTS - Electronics

Trade/Industrial (N=7)
8 - Central Westmoreland County AVTS - Carpentry
11 - Crawford County AVTS - Welding
10 - Central Westmoreland County AVTS -HVAC

21 - Lebanon County AVTS - Cosmetology
14 - Eastern Montgomery County AVTS - Auto Body
15 - Eastern Montgomery County AVTS - Commercial Art
41 - Wilkes-Barre AVTS - Machine Shop

Support Content (N=14)

Disadvantaged/Handicapped (N=4)
22 - Lehigh County AVTS - Occupational Transition

Single Parent (N=4)
25 - Luzerne County CC
27 - Mercer County AVTS
12 - Delaware County CC
23 - Lehigh County AVTS

Figure 6 (Continued)

Support Content (N=14)

Diversified Occupations/Co-op (N=2)
18 - Governor Mifflin HS - Diversified Occupations
7 - Bristol SD - Diversified Occupations

Sex Equity (N=2)
32 - Pittsburgh SD
17 - Erie County AVTS

Vocational Guidance (N=2)
24 - Lehigh County AVTS
26 - Mercer County AVTS

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*School numbers are keyed to Figures 4 and 5.

Handicapped (four programs). In this group, there are also two Sex Equity Programs, two Diversified Occupations (Cooperative Education) Programs, and two Progams in Vocational Guidance.

EXEMPLARY PROGRAM FUNDING, BY FISCAL YEAR

Figure 7, (keyed numerically to Figures 4, 5, and 6) illustrates Exemplary Programs according to the year they first received dissemination grants: FY 1984-85, 1985-86, or 1986 (the first half of FY 1986-87). During the first year of dissemination fundings, 18 grants were awarded, with ten of these going to programs in the Eastern Region. During the second year of dissemination grants (FY 1985-86), ten new Program grants were awarded. In the first half of FY 1986-87, 14 more Programs were added to the dissemination grant list, nine of which were in the Eastern Region.

Figure 8 details (alphabetically, by school name) funding data derived from PDE-BVAE records. Figure 8 shows the 53 dissemination grants that were awarded to the 42 Exemplary Programs included in the study population during FYs 1984-85 and 1985-86, as well as those approved and/or actually awarded during the first half of FY 1986-87. (It should be noted here that some Programs were cited as Exemplary Programs during FY 1983-84, as will be indicated in Chapter IV. However, dissemination grants were not awarded until FY 1984-85).

Figure 8 indicates the PDE Contract Number and Fiscal Year and amount of dissemination funding awarded to schools (alphabetical listing). Also shown in Figure 8 are the corresponding Exemplary Program names, with the school administrator of record (according to the grant application) and the name of the teacher in charge of the Exemplary

FIGURE 7

FY 1984-85, FY 1985-86, AND 1986 EXEMPLARY DISSEMINATION PROGRAMS, BY FISCAL YEAR AND REGION*

N=42

1984-85 (N=18)

Western Region (N=5)
8 - Central Westmoreland AVTS - Carpentry
11 - Crawford County AVTS - Welding
13 - Derry Area HS - Horticulture
26 - Mercer County AVTS - Guidance
27 - Mercer County AVTS - Single Parent/Homemaker

Central Region (N=3)
36-38 - Steelton-Highspire HS - Accounting, General Office, Secretarial

Eastern Region (N=10)
2 - Alvin Swenson Skills Center - Clinical Assisting
3 - Alvin Swenson Skills Center - Food Service
18 - Governor Mifflin HS - Diversified Occupations
20 - Lebanon County AVTS - Merchandising/ Distributive Education
22 - Lehigh County AVTS - Vocational Guidance
25 - Luzerene County CC - Single Parent/ Homemaker
28 - Norristown HS - Industrial Arts/ Drafting
29-31 - Reading HS - Accounting, General Office, Secretarial

1985-86 (N=18)

Western Region (N=4)
9 - Central Westmoreland AVTS - Scientific Data Processing
10 - Central Westmoreland AVTS - HVAC
32 - School District of Pittsburgh - Sex Equity
33 - School District of Pittsburgh - Industrial Arts/Metals

Central Region (N=1)
40 - Tyrone HS - Agriculture Production

Eastern Region (N=5)
4 - Alvin Swenson Skills Center - Baking
5 - Alvin Swenson Skills Center - Dental Assisting
7 - Bristol SD (Harry S. Truman HS) - Diversified Occupations
12 - Delaware County CC - Single Parent/ Homemaker
19 - Lake-Lehman HS - Industrial Arts/Wood

1986 (N=14)

Western Region (N=2)
34 - School District of Pittsburgh - Project S.E.T.
17 - Erie County AVTS - Sex Equity

Eastern Region (N=9)
6 - Alvin Swenson Skills Center - Child Care Attendant
14 - Eastern Montgomery AVTS - Auto Body
15 - Eastern Montgomery AVTS - Commercial Art

Figure 7 (Continued)

Central Region (N=3)
1 - Altoona AVTS - Assessment and Remediation For Maistreaming
35 - Shikellamy HS - Industiral Maintenance
42 - Williamsport Area CC - Forest Technology

16 - Eastern Montgomery AVTS - Electronics
21 - Lebanon County AVTS - Cosmetology
23 - Lehigh County AVTS - Single Parent/ Homemaker
24 - Lehigh County AVTS - Occupational Transition
39 - Solanco HS - Agriculture Production
41 - Wilkes-Barre AVTS - Machine Shop

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*School numbers are keyed to Figures 4, 5, and 6.

Figure 8

Pennsylvania Exemplary Vocational Education Program Dissemination Grants
FY 1984-85, FY 1985-86 and FY 1986-87

N = 53 funded dissemination grants to
42 Exemplary Programs

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Administrator	Teacher
1	84-7023	1986-87	$ 2,500	Altoona Area Vocational-Technical School 1500 Fourth Avenue Altoona, PA 16602-3695	Assessment and Remediation For Mainstreaming	William Moore (Voc. Spec. Ed. Coord.)	Norman Nagl
2	84-5018	1985	4,000*	Alvin A. Swenson Skills Center Red Lion Road East of Roosevelt Boulevard Philadelphia, PA 19114	Clinical Lab Assisting	Jon Hunt (Trade Coordinator)	Gertrude Brown
3	84-5018	1985		Alvin A. Swenson Skills Center Red Lion Road East of Roosevelt Boulevard Philadelphia, PA 19114	Food Management, Production and Services	Jon Hunt (Trade Coordinator)	Stuart Kaplan
4	84-6011	1985-86	4,500*	Alvin A. Swenson Skills Center Red Lion Road East of Roosevelt Boulevard Philadelphia, PA 19114	Commercial Baking	Jon Hunt (Trade Coordinator)	David Wiley
5	84-6011	1985-86		Alvin A. Swenson Skills Center Red Lion Road East of Roosevelt Boulevard Philadelphia, PA 19114	Dental Assisting	Jon Hunt (Trade Coordinator)	Elaine Donsky
6	84-6011	1986-87		Alvin A. Swenson Skills Center Red Lion Road East of Roosevelt Boulevard Philadelphia, PA 19114	Child Care Attendant	Jon Hunt (Trade Coordinator)	Ernestine Allston
7	84-6009	1985-86	2,500	Bristol Township School District Harry S. Truman High School 3001 Green Lane Levittown, PA 19057	Diversified Occupations Education	Joseph DeFranco (Vocational Supervisor)	Jack Massielo

Figure 8 (Continued)

Pennsylvania Exemplary Vocational Education Program Dissemination Grants
FY 1984-85, FY 1985-86 and FY 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Administrator	Teacher
8	84-5003	1984-85	$ 2,500	Central Westmoreland Area Vocational-Technical School 240 Arona Road New Stanton, PA 15672	Vocational Carpentry	Clentin C. Martin (Director)	William Shoaf
9	84-6030	1985-86	2,500	Central Westmoreland Area Vocational-Technical School 240 Arona Road New Stanton, PA 15672	Vocational Carpentry	Clentin C. Martin (Director)	William Shoaf
10	84-6020	1985-86	1,000	Central Westmoreland Area Vocational-Technical School 240 Arona Road New Stanton, PA 15672	Scientific Data Processing	Clentin C. Martin (Director)	Ruth Ann Ament Shoaf
11	84-6020	1985-86	1,000	Central Westmoreland Area Vocational Technical School 240 Arona Road New Stanton, PA 15672	Heating, Air Conditioning, and Refrigeration	Clentin C. Martin (Director)	Bill Richardson
12	84-5012	1984-85	2,500	Crawford County Area Vocational-Technical School 860 Thurston Road Meadville, PA 16335	Vocational Welding	B. A. Fisher (Director)	Worth Hammond
13	84-6014	1985-86	2,500	Crawford County Area Vocational-Technical School 860 Thurston Road Meadville, PA 16335	Vocational Welding	B. A. Fisher (Director)	Worth Hammond
14	84-6002	1985-86	2,500	Delaware County Community College Route 252 & Media Line Road Media, PA 19063	Single Parent/ Homemaker	Arthur Smith (Dean)	Suzanne Whitaker
15	84-5011	1984-85	2,500	Derry Area High School R. D. #1, Box 169 Derry, PA 15627	Vocational Horticulture	Charles Shirley (Principal)	Kenneth Rhodes

Figure 8 (Continued)

Pennsylvania Exemplary Vocational Education Program Dissemination Grants
FY 1984-85, FY 1985-86 and FY 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Administrator	Teacher
16	84-6010	1985-86	$ 2,500	Derry Area High School R. D. #1, Box 169 Derry, PA 15627	Vocational Horticulture	Charles Shirley (Principal)	Kenneth Rhodes
17	84-7036	1986-87	4,500*	Eastern Montgomery County Area Vocational-Technical School 175 Terwood Road Willow Grove, PA 19090	Auto Body Repair	Armand Frees (Director)	Richard Peacock
18	84-7036	1986-87		Eastern Montgomery County Area Vocational-Technical School 175 Terwood Road Willow Grove, PA 19090	Commercial Art	Armand Frees (Director)	Judith Leer
19	84-7036	1986-87		Eastern Montgomery County Area Vocational-Technical School 175 Terwood Road Willow Grove, PA 19090	Electronics	Armand Frees (Director)	Earl Richards
20	84-7015	1986-87	2,500	Erie County Area Vocational-Technical School 8500 Oliver Road Erie, PA 16509	Sex Equity	Richard DeLuca (Director)	Neala Fourspring
21	84-5017	1984-85	2,500	Governor Mifflin High School Box C750, 10 South Waverly Street Shillington, PA 19607	Diversified Occupations	Chris Sherk (Principal)	Joanne Dietz
22	84-6015	1985-86	2,500	Governor Mifflin High School Box C750, 10 South Waverly Street Shillington, PA 19607	Diversified Occupations	Chris Sherk (Principal)	Joanne Dietz
23	84-6046	1985-86	2,500	Lake-Lehman High School Lehman, PA 18627	Industrial Arts/ Woodworking Technology	John Zaleskis (Principal)	Bryon Race
24	84-5002	1984-85	2,500	Lebanon County Vocational-Technical School 833 Metro Drive Lebanon, PA 17042	Marketing & Distributive Education	Peter Uhlig (Director)	James Karsnitz

Figure 8 (Continued)

Pennsylvania Exemplary Vocational Education Program Dissemination Grants
FY 1984-85, FY 1985-86 and FY 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Administrator	Teacher
25	84-6004	1985-86	2,500	Lebanon County Vocational-Technical School 833 Metro Drive Lebanon, PA 17042	Marketing & Distributive Education	Peter Uhlig (Director)	James Karsnitz
26	84-7018	1986-87		Lebanon County Vocational School School 833 Metro Drive Lebanon, PA 17042	Cosmetology	Peter Uhlig (Director)	Faye Dice
27	84-5004	1984-85	2,500	Lehigh County Vocational-Technical School 2300 Main Street Schnecksville, PA 18078	Vocational Guidance	Joseph Rothdeutach (Director)	Joseph Smar
28	84-6007	1985-86	2,500	Lehigh County Vocational-Technical School 2300 Main Street Schnecksville, PA 18078	Vocational Guidance	Joseph Rothdeutach (Director)	Joseph Smar
29	84-7017	1986-87	4,500*	Lehigh County Vocational-Technical School 2300 Main Street Schnecksville, PA 18078	Occupational/ Transitional	Joseph Rothdeutach (Director)	Connie Wolfe
30	84-7017	1986-87		Lehigh County Vocational-Technical School 2300 Main Street Schnecksville, PA 18078	Single Parent/ Homemaker	Joseph Rothdeutach (Director)	Maryann Haytmanek
31	84-5008	1984-85	2,500	Luzerne County Community College Prospect Street & Middle Road Nanticoke, PA 18634	Single Parent/ Homemaker	Byron Myers (Dean)	Maureen Ambrose
32	84-6033	1985-86	2,500	Luzerne County Community College Prospect Street & Middle Road Nanticoke, PA 18634	Single Parent/ Homemaker	Byron Myers (Dean)	Maureen Ambrose
33	84-5007	1984-85	3,500*	Mercer County Area Vocational-Technical School P. O. Box 152 Mercer, PA 16137	Vocational Guidance	Robert Brown (Director)	Richard Miller

Figure 8 (Continued)

Pennsylvania Exemplary Vocational Education Program Dissemination Grants
FY 1984-85, FY 1985-86 and FY 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Administrator	Teacher
34	84-5007	1984-85		Mercer County Area Vocational-Technical School P. O. Box 152 Mercer, PA 16137	Single Parent/ Homemaker	Robert Brown (Director)	Shirley Gajda
35	84-6005	1985-86	3,500*	Mercer County Area Vocational-Technical School P. O. Box 152 Mercer, PA 16137	Vocational Guidance	Robert Brown (Director)	Richard Miller
36	84-6005	1985-86		Mercer County Area Vocational-Technical School P. O. Box 152 Mercer, PA 16137	Single Parent/ Homemaker	Robert Brown (Director)	Shirley Gajda
37	84-5005	1984-85	2,500	Norristown Area High School 1900 Eagle Drive Norristown, PA 19403	Industrial Arts - Drafting/Design	Barry Spencer (Principal)	John Stoudt
38	84-6017	1985-86	2,500	Norristown Area High School 1900 Eagle Drive Norristown, PA 19403	Industrial Arts - Drafting/Design	Barry Spencer (Principal)	John Stoudt
39 40 41	84-6006	1984-85	6,500	Reading Senior High School 13th and Douglas Street Reading, PA 19604	Business Education - Accounting, General Office, Secretarial	Richard Flannery (Principal)	Barbara Klink
42	84-6012	1985-86	3,500*	School District of Pittsburgh Occupational Vocational Training Ctr. 850 Boggs Avenue Pittsburgh, PA 15211	Sex Equity	Fred Monaco (Director)	Linda Thomas
43	84-6012	1985-86		School District of Pittsburgh Occupational Vocational Training Ctr. 850 Boggs Avenue Pittsburgh, PA 15211	Industrial Arts - Metal Manufacturing	Al Ulrich (Supervisor)	Lawrence Kamenicky

Figure 8 (Continued)

Pennsylvania Exemplary Vocational Education Program Dissemination Grants
FY 1984-85, FY 1985-86 and FY 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Administrator	Teacher
44		1986-87		School District of Pittsburgh Occupational Vocational Training Ctr. 850 Boggs Avenue Pittsburgh, PA 15211	Project S.E.T. for Disadvantaged Students	Fred Monaco (Director)	Brent Johnson
45	84-7014	1986-87	2,500	Shikellamy School District Shikellamy High School Sixth and Walnut Streets Sunbury, PA 17801	Industrial Maintenance	Joanne Cashman (Supervisor)	Michael Hubucki
46 47 48	84-5001	1984-85	5,000	Steelton-Highspire High School Swatara and Reynders Street Steelton, PA 17113	Business Education - Accounting, General Office, Secretarial	John Murray (Principal)	Judy Murray
49	84-6019	1985-86	4,000	Steelton-Highspire High School Swatara and Reynders Street Steelton, PA 17113	Business Education - Accounting, General Office, Secretarial	John Murray (Principal)	Judy Murray
50	84-7060	1986-87	2,500	Solanco Senior High School R. D. #4, Box 40 Quarryville, PA 17566	Agriculture Production	John Taddie (Principal)	Arba Henry
51	84-6003	1985-86	2,500	Tyrone Area School District Tyrone Senior High School Clay Avenue Extension Tyrone, PA 16686	Agriculture Production	Robert Westley (Principal)	William Harshmore
52	84-7044	1986-87	2,500	Wilkes-Barre Area Vocational-Technical School P. O. Box 1699 North End Station Wilkes-Barre, PA 18705	Machine Shop	Frank Bielenda (Principal)	Alvin Grabowski
53	84-7059	1986-87	2,500	Williamsport Area Community College Secondary Vocational Programs 1005 West Third Street Williamsport, PA 17701	Forest Technology	Edward Geer (Director)	Dennis Ringling

*Funding disseminated to two or more programs.

Program (again, from the grant application).

REPLICATION PROJECTS

Previous figures (Figures 2 and 3) showed that the 33 Replication Projects funded during FYs 1984-85 and 1985-86 were located in 27 different schools: one in a community college, 16 were in 12 different AVTSs, and 16 were in 15 comprehensive high schools.

Following the delineation procedure used in the preceding section to describe the various configurations of Exemplary program location, the first figure in this section (Figure 9), presents the regional settings of the 33 Replication Projects included in this study. Again, the numerical designations are the alphabetical arrangement (not shown) of the Replication sites, by school name.

As shown in Figure 9, the geographic distribution of Replication Projects were more evenly divided among the three regions of the State than were the Exemplary Programs. During FY 1984-85 and FY 1985-86, 13 Replication Projects were funded in the Western Region, ten were funded in the Central Region, and ten were funded in the Eastern Region.

Figure 10 displays the location of the 33 Replication Projects (again by number keyed to Figure 9) on a map of Pennsylvania. In the Western Region, six counties were involved: Allegheny (four projects); Fayette (one project); Jefferson (one project); Somerset (one projects); Warren (two projects); and Westmoreland (three projects). Nine counties of the Central Region were involved: Adams (two projects); and Blair, Center, Columbia, Dauphin, Franklin, Huntingdon, Lycoming, and McKean (one project each).

FIGURE 9

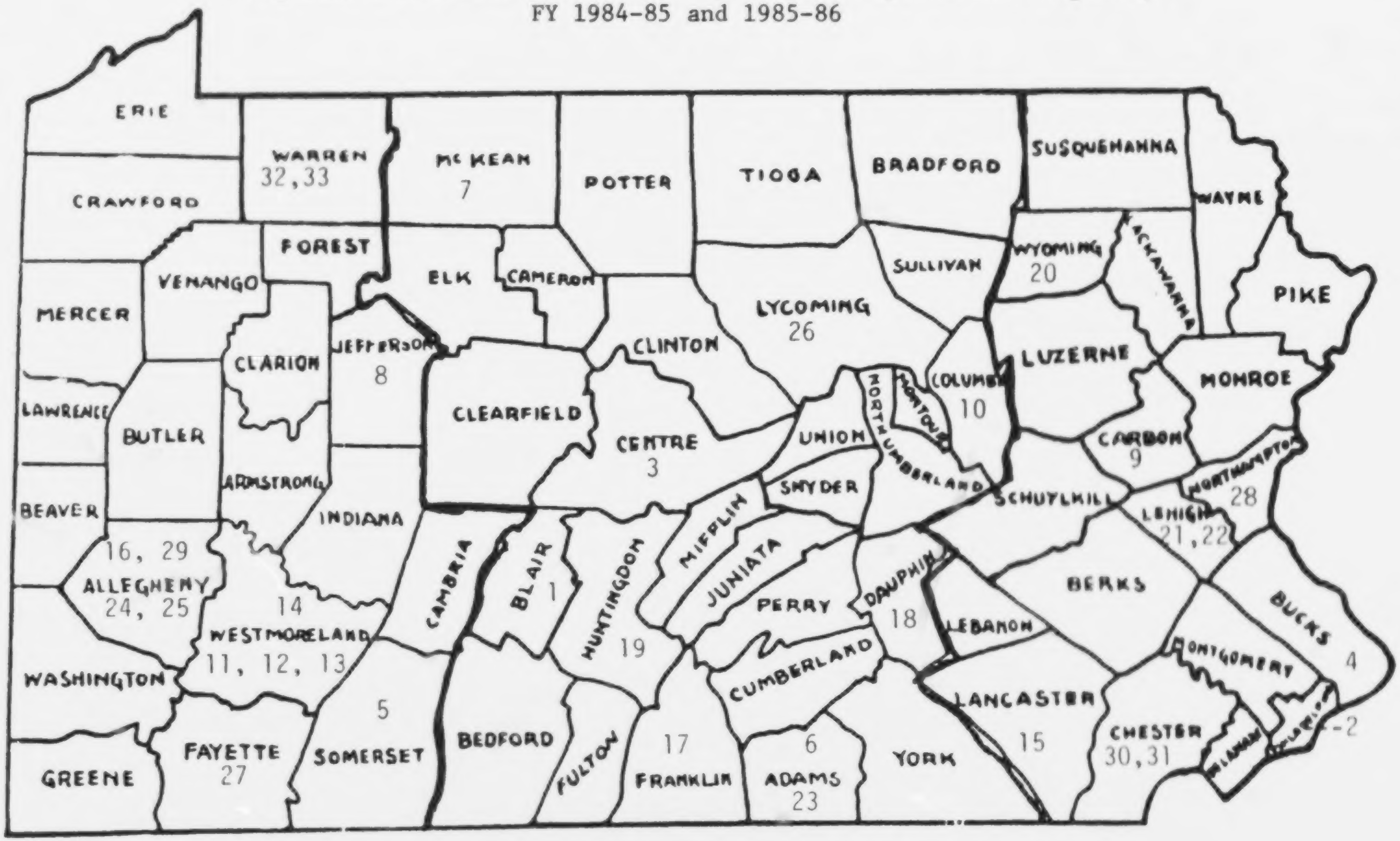
REPLICATION PROJECT SCHOOLS, BY REGION FY 1984-85 AND FY 1985-86

N=42

Western Region (N=11)	Central Region (N=7)	Eastern Region (N=24
5 - Berlin Brothersvalley HS	1 - Altoona HS	2 - Alvin Swenson Skills Center
8 - Brockway HS	3 - Bald Eagle HS	4 - Bensalem HS
11 - Central Westmoreland AVTS	6 - Bermudian Springs HS	9 - Carbon County AVTS
12 - Central Westmoreland AVTS	7 - Bradford HS	15 - Eastern Lancaster SD
13 - Central Westmoreland AVTS	10 - Central Columbia HS	20 - Lackawanna Trail HS
14 - Derry Area HS	17 - Franklin County AVTS	21 - Lebanon County AVTS
16 - Forbes Road East AVTS	18 - Harrisburg-Steelton-Highspire AVTS	22 - Lehigh County AVTS
24 - McKeesport AVTS	19 - Huntingdon County AVTS	28 - Northampton County CC
25 - McKeesport AVTS	23 - Littlestown HS	30 - Twin Valley HS
27 - North Fayette AVTS	26 - Muncy HS	31 - Twin Valley HS
29 - Penn Hills HS		
32 - Warren County AVTS		
33 - Warren County AVTS		

Figure 10

Regional Distribution of Exemplary Program Replication Projects,
FY 1984-85 and 1985-86


ERIE
WARREN
32,33
McKEAN
7
POTTER
TIOGA
BRADFORD
SUSQUEHANNA
WAYNE
CRAWFORD
FOREST
ELK
CAMERON
SULLIVAN
WYOMING
20
LACKAWANNA
PIKE
MERCER
VENANGO
CLARION
JEFFERSON
8
CLINTON
LYCOMING
26
LUZERNE
COLUMBIA
10
MONROE
LAWRENCE
BUTLER
CLEARFIELD
CENTRE
3
UNION
MONTOUR
NORTHUMBERLAND
CARBON
9
ARMSTRONG
SNYDER
SCHUYLKILL
NORTHAMPTON
28
BEAVER
INDIANA
MIFFLIN
LEHIGH
21,22
16, 29
ALLEGHENY
24, 25
CAMBRIA
BLAIR
1
HUNTINGDON
19
JUNIATA
PERRY
DAUPHIN
18
BERKS
BUCKS
4
14
WESTMORELAND
11, 12, 13
LEBANON
MONTGOMERY
WASHINGTON
CUMBERLAND
LANCASTER
15
5
SOMERSET
BEDFORD
FULTON
17
FRANKLIN
6
ADAMS
23
YORK
CHESTER
30,31
DELAWARE
PHILADELPHIA
2
GREENE
FAYETTE
27

WESTERN	CENTRAL	EASTERN
N = 13	N = 10	N = 10
(13 Replication Projects)	(10 Replication Projects)	(10 Replication Projects)
(6 of 20 Counties)	(9 of 24 Counties)	(8 of 24 Counties)

In the Eastern Region, the ten Replication Projects were in eight counties: Chester and Lehigh (two projects each); and Lancaster, Bucks, Carbon, Northampton, Philadelphia, and Wyoming (one project each).

Figure 11 provides a review of Replication Projects by substantive instruction content. The single Exemplary Program in marketing and Distributive Education was replicated in five settings. Likewise, five schools applied for and were granted Replication funding for Drafting and Design Technology in Industrial Arts. The other 11 Replication Projects that addressed substantive vocational education areas were in: Agriculture (two); Business Education (five); Gainful Home Economics (one); Health Occupations (one); and Trade and Industrial, replicating only one of the seven T&I Exemplary Programs.

Of the 12 Replication Projects labeled (in Figure 11) as featuring "support content," seven were in Diversified Occupations/Cooperative Education. There were two replications in Single Parent and Homemaker Programs, two in Vocational Guidance, and one in Sex Equity.

REPLICATION PROJECT FUNDING, BY FISCAL YEAR

Figure 12 (keyed numerically to Figures 9, 10, and 11) shows that six Replication Projects were funded during FY 1984-85, two in each of the three Regions of Pennsylvania. During FY 1985-86, 27 Replication grants were approved: 11 in the Western Region, and 8 each in the Central and Eastern Regions.

Figure 13 lists (alphabetically, by school) funding information about Replication Projects, as derived from PDE-BVAE files. Only one Replication Project was shown, in the records, as having received a replication grant in 1983-84. For other Projects, the records were not

FIGURE 11

SUBSTANTIVE CONTENT OF REPLICATION PROJECTS*

N=33

Primary Vocational Instructional Content (N=21)

Agriculture (N=2)
14 - Derry Area HS - Agriculture Production
23 - Littlestown HS - Agriculture Production

Business Education (N=5)
3 - Bald Eagle HS
5 - Berlin Brothersvalley HS
30 - Twin Valley
24 - McKeesport AVTS
33 - Warren County AVTS

Health Occupations (N=1)
9 - Carbon County AVTS - Nurse Assisting

Industrial Arts (N=4)
8 - Brockway HS - Wood
1 - Altoona HS - Drafting/Design Technology
6 - Bermudian Springs HS - Drafting/ Design Technology
29 - Penn Hills HS - Drafting/ Design Technology

Marketing and Distributive Education (N=5)
10 - Central Columbia HS
11 - Central Westmoreland AVTS
17 - Franklin County AVTS
27 - North Fayette AVTS
19 - Huntingdon County AVTS

Home Economics (N=1)
13 - Central Westmoreland AVTS - Food Service

Technical (N=2)
18 - Harrisburg/Steelton/Highspire AVTS - Drafting/Design Technology
25 - McKeesport AVTS - Drafting/Design Technology

Trade/Industrial (N=1)
22 - Lehigh County AVTS - Welding

Support Content (N=12)

Diversified Occupations/ Cooperative Education (N=7)
4 - Bensalem HS
12 - Central Westmoreland AVTS
15 - Eastern Lancaster SD
20 - Lackawanna Trail HS
21 - Muncy HS
31 - Twin Valley HS

Sex Equity (N=1)
16 - Forbes Road East

Single Parent/Homemaker (N=2)
7 - Bradford HS
28 - Northampton County CC

Vocational Guidance (N=2)
2 - Alvin Swenson Skills Center
33 - Warren County AVTS

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*School numbers are keyed to Figures 9 and 10.

FIGURE 12

FY 1984-85 AND FY 1985-86 REPLICATION PROJECTS, BY FISCAL YEAR AND REGION

(N=33)

1984-85 (N=6)

Western Region (N=2)
5 - Berlin Brothersvalley HS - Business Education
11 - Central Westmoreland AVTS - Diversified Occupations

Central Region (N=2)
7 - Bradford HS - Single Parent/Homemaker
18 - Harrisburg/Steelton/Highspire AVTS - Industrial Arts/Drafting

Eastern Region (N=2)
28 - Northampton County CC - Single Parent/Homemaker
30 - Twin Valley HS - Business Education

1985-86 (N=27)

Western Region (N=11)
8 - Brockway HS - Industrial Arts/Wood
12 - Central Westmoreland AVTS - Marketing/Distributive Education
13 - Central Westmoreland AVTS - Food Service
14 - Derry Area HS - Vocational Agriculture
16 - Forbes Road AVTS - Sex Equity, Cooperative Education
29 - Penn Hills HS - Industrial Arts/Drafting
24 - McKeesport AVTS - Business Education
25 - McKeesport AVTS - Industrial Arts/Drafting
27 - North Fayette AVTS - Marketing/Distributive Education
32 - Warren County AVTS - Business Education
33 - Warren County AVTS - Vocational Guidance

Eastern Region (N=8)
2 - Alvin Swenson Skills Center - Vocational Guidance
4 - Bensalem HS - Cooperative Education/Diversified Occupations
9 - Carbon County AVTS - Nurse Assisting
15 - Eastern Lancaster SD
20 - Lackawanna Trail HS - Cooperative Education
21 - Lebanon County AVTS - Cooperative Education
22 - Lehigh County AVTS - Welding
31 - Twin Valley HS - Diversified Occupations

Central Region (N=8)
1 - Altoona HS - Industrial Arts/Drafting
3 - Bald Eagle HS - Business Education
6 - Bermudian Springs HS - Industrial Arts/Drafting
10 - Central Columbia HS - Marketing/Distributive Education
17 - Franklin County AVTS - Marketing/Distributive Education

Figure 12 (Continued)

1985-86 (N=6)

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19 - Huntingdon County AVTS - Marketing/ Distributive Education
23 - Littlestown HS - Agriculture Production
26 - Muncy HS - Diversified Occupations

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*School numbers are keyed to Figures 9, 10, and 11.

Figure 13

Pennsylvania Vocational Education Replication Project Grants
FY 1984-85, FY 1985-86 and FY 1986-87

N=33

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Mentor	Administrator	Teacher
1	84-6028	1985-86	$ 6,000	Altoona Area High School Fifth Avenue & 15th Street Altoona, PA 16602	Industrial Arts - Drafting/Design	Norristown HS (Industrial Arts - Drafting/Design)	Walter Betar (Principal)	Gerald Valeri
2	84-6013	1985-86	6,000	Alvin A. Swenson Skills Center Red Lion Road East of Roosevelt Boulevard Philadelphia, PA 19114	Vocational Guidance	Lehigh County AVTS (Vocational Guidance)	Ruth Horwitz (Director)	John Arnold
3	84-6001	1985-86	2,978	Bald Eagle Area High School P. O. Box 4 Wingate, PA 16880	Business Education - Accounting, General Office, Secretarial	Reading Senior HS (Business Education)	Janet Forney (Principal)	Bruce Houck
4	84-6044	1986	5,941	Bensalem Township High School 4319 Hulmeville Road Bensalem, PA 19020	Cooperation Education - Diversified Occupations Education	Harry S. Truman HS (Diversified Occupations)	Larry Krause (Asst. Principal)	Richard Harple
5	84-5006	1985	2,445	Berlin Brothersvalley High School 1025 Main Street Berlin, PA 15530	Business Education - Accounting, General Office, Secretarial	Reading Senior HS (Business Education)	Andrew Deeter (Principal)	Kerry Claycomb
6	84-6043	1986	4,651	Bermudian Springs High School P. O. Box 501 York Springs, PA 17372	Industrial Arts - Drafting/Design	Norristown HS (Industrial Arts - Drafting/Design	Robert Reed (Principal)	Randall Gutack
7	84-5013	1984-85	4,976	Bradford High School 81 Interstate Parkway Bradford, PA 16701	Single Parent/ Homemaker	Mercer County AVTS (Single Parent/ Homemaker)	Leroy Derstine*° (Vocational Director)	Janice Hines
8	84-6035	1986	6,000	Brockway High School 100 Alexander Street Brockway, PA 15824	Industrial Arts - Woodworking Technology	Lake-Lehman HS (Industrial Arts - Woodworking)	Raymond Doolittle (Principal)	John Barrow
9	84-6029	1985-86	6,000	Carbon County AVTS 150 West 13th Street Jim Thorpe, PA 18229	Nurse Assisting	Alvin Swenson Skills Center (Nurse Assisting)	George Seiler (Director)	Rose Marie Cherba°
10	84-6016	1985	4,809	Central Columbia High School 4777 Old Berwick Road Bloomsburg, PA 17815	Distributive Education-Computer	Lebanon County AVTS (Distributive Education)	John Grabert (Principal)	James Shutt

Figure 13 (Continued)

Pennsylvania Vocational Education Replication Project Grants
FY 1984-85, FY 1985-86 and FY 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Mentor	Administrator	Teacher
11	84-6039	1986	$ 5,284	Central Westmoreland County AVTS 240 Arona Road New Stanton, PA 15672	Marketing/Distributive Education	Lebanon County (Marketing/Distributive Education)	Clentin C. Martin (Director)	Amy Rusinko
12	84-6040	1986	4,104	Central Westmoreland County AVTS 240 Arona Road New Stanton, PA 15672	Food Service	Alvin Swenson Skills Center (Food Service)	Clentin C. Martin (Director)	Patricia Rumbaugh
13	84-5010	1985	3,212	Central Westmoreland County AVTS 240 Arona Road New Stanton, PA 15672	Diversified Occupations	Lebanon County AVTS (Diversified Occupations)	Clentin C. Martin (Director)	John Gomolak
14	84-6022	1985-86	6,000	Derry Area High School R. D. #1, Box 169 Derry, PA 15627	Vocational Agriculture	Tyrone HS (Vocational Agriculture)	Charles Shirley (Principal)	Kenneth Rhodes
15	84-6031	1985-86	6,000	Eastern Lancaster School District Garden Spot High School 101 East Main Street New Holland, PA 17557	Cooperative Education	Governor Mifflin HS Harry S. Truman HS (Cooperative Education)	John Gould (Asst. Superintendent)	Carl Cobb
16	84-6032	1985-86	5,988	Forbes Road East AVTS Beatty & Cooper Roads Monroeville, PA 15146	Sex Equity	Erie County AVTS Pittsburgh School District (Sex Equity)	George Lange (Director)	Marie Bowers
17	84-6021	1985-86	6,000	Franklin County AVTS 2463 Loop Road Chambersburg, PA 17201	Marketing/Distributive Education	Lebanon County AVTS (Marketing/Distributive Education)	Dalton Paul (Director)	James Hoke
18	84-5016	1985	6,000	Harrisburg-Steelton-Highspire AVTS 2915 North Third Street Harrisburg, PA 17110	Drafting and Design Technology	Norristown HS (Industrial Arts - Drafting/Design)	Juanita Moore (Director)	Thomas Miller
19	84-6037	1986	6,000	Huntingdon County AVTS Box E Mill Creek, PA 17060	Marketing/Distributive Education	Lebanon County AVTS (Marketing/Distributive Education)	Kenneth Erisman (Director)	Julia Cigola

Figure 13 (Continued)

Pennsylvania Vocational Education Replication Project Grants
FY 1984-85, FY 1985-86 and FY 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Mentor	Administrator	Teacher
20	84-6026	1985-86	$ 3,660	Lackawanna Trail High School R. D. #1 Factoryville, PA 18419	Cooperative Education	Governor Mifflin HS (Cooperative Education)	Kenneth Thomas (Federal Funds Coordinator)	Albert Silvestri^{o}
21	84-6023	1985-86	6,000	Lebanon County AVTS 833 Metro Drive Lebanon, PA 17042	Cooperative Education	Governor Mifflin HS (Cooperative Education)	Peter Uhlig (Director)	James Karsnitz
22	84-6047	1986	6,000	Lehigh County AVTS 2300 Main Street Schnecksville, PA 18078	Welding	Crawford County AVTS (Welding)	Robert Wolfe (Director)	Joseph Genits
23	84-6018	1985-86	5,000	Littlestown High School 200 East Myrtle Street Littlestown, PA 17340	Vocational Agriculture	Tyrone HS (Vocational Agriculture)	John C. Manley (Principal)	Jeff Morse
24	84-6025	1985-86	6,000	McKeesport AVTS 3600 O'Neil Boulevard McKeesport, PA 15132	Business Education	Reading Senior HS Harrisburg-Steelton-Highspire HS (Business Education)	Nelda Renner (Director)	Nancy Merriman
25	84-6024	1985-86	6,000	McKeesport AVTS 3600 O'Neil Boulevard McKeesport, PA 15132	Drafting/Design Technology	Norristown HS (Industrial Arts - Drafting/Design)	Nelda Renner (Director)	Darlene Beachley
26	84-6036	1986		Muncy High School West Penn Street Muncy, PA 17756	Diversified Occupations	Governor Mifflin HS Harry S. Truman HS (Diversified Occupations)	Thomas Scholvin (Principal)	Linda Schon
27	84-6038	1986	2,500	North Fayette AVTS Locust Street Extension Connellsville, PA 15425	Marketing/Distributive Education	Lebanon County AVTS (Marketing/Distributive Education)	Ronald Sheba (Director)	Jacqueline Occhuizzo
28	84-5009	1985	5,967	Northampton County Community College 3835 Green Pond Road Bethlehem, PA 18017	Single Parent/Homemaker	Luzerne County CC (Single Parent/Homemaker)	Art Scott^{o} (Dean)	Joyce Morgan

Figure 13 (Continued)

Pennsylvania Vocational Education Replication Project Grants
FY 1984-85, 1985-86 and 1986-87

Number	Contract Number	Fiscal Year	PDE Funding	School	Program	Mentor	Administrator	Teacher
29	84-6034	1985-86	$ 6,000	Penn Hills Senior High School 12200 Garland Drive Pittsburgh, PA 15235	Industrial Arts - Drafting/Design	Norristown HS (Industrial Arts - Drafting/Design)	Ed Hoover (Principal)	Donald Dolde
30	84-6045	1986	6,000	Twin Valley High School R. D. #2 Elverson, PA 19520	Diversified Occupations	Governor Mifflin HS (Diversified Occupations)	Charles Dombay (Principal)	Virginia Mountz
31	84-5014	1985	5,700	Twin Valley High School R. D. #2 Elverson, PA 19520	Business Education	Reading Senior HS (Business Education)	Charles Dombay (Principal)	Virginia Mountz
32	84-6041	1986	6,000	Warren County AVTS 347 East Fifth Avenue Warren, PA 16365	Business Education	Reading Senior HS (Business Education)	Howard Ferguson (Director)	Michael Howe
33	84-6042	1985-86	6,000	Warren County AVTS 347 East Fifth Avenue Warren, PA 16365	Vocational Guidance	Lehigh County AVTS (Vocational Guidance)	Howard Ferguson (Director)	Dean Passmore

*Denotes incumbent teacher/administrator.
°Did not feel qualified to respond to survey questionnaire.

specific as to fiscal year, showing only "1985" or "1986". The best available funding dates are shown under fiscal year, along with PDE contract number, the amount of funding awarded, the school name and address, the name of the program funded for replication of an Exemplary Program, the mentor program, and the school administrator and program teacher of record of the Replication Project.

CHAPTER III

METHODS AND PROCEDURES

Records of the Pennsylvania Department of Education's Bureau of Vocational and Adult Education (BVAE) relevant to the Exemplary Program were reviewed and synthesized. Project questionnaires were developed and administered to the teachers and administrators of record of 42 Exemplary Programs awarded and funded for dissemination between FY 1983-84 and December 31 of FY 1986 and of 33 Replication Projects awarded during Fy 1984-85 and FY 1985-86. A sample of the survey populations of Exemplary Program and Replicaiton Project teachers and administrators were visited. The focus of the study was on the benefits, dissemination, and funding of exemplary vocational education in Pennsylvania.

Three meeting were held at the Department of Education (PDE) between the Project Consultants and members of the Pennsylvania Bureau of Vocational and Adult Education to discuss project design and progress. At the first meeting on April 3, 1987, the scope and intent of the project was examined, as was the general design of the study. At the second meeting on April 16, preliminary survey instruments were reviewed and modifications agreed upon, with approval of a check-and-rank item design (which replaced the original proposal to use Likert-type styles). A third meeting with the State Staff was held on June 2 to reaffirm procedures and final product content. At each of these visits to PDE and also on May 5 and 6, prior to the first on-site visitation, the Project Consultants were afforded the opportunity to examine files pertaining to the 75 funded Exemplary and Replication Projects that were the subject of the study. Copies of pertinent materials were supplied by the State Staff as needed throughout the project.

Prior to the mailing of questionnaires (May 8, 1987), the State Director of Vocational Education wrote the the recipient list, notifying them that they would soon receive questionnaires in the mail from the University of Pittsburgh study team and asking their cooperation. A copy of this letter is shown in Appendix D.

A copy of the cover letter that was sent by the study team, accompanying the questionnaires, is also shown in the appendices (Appendix E-1).

The procedures described in the rest of this chapter are presented in relation to the development of the four products of the study: Product #1 - Data Summary; Product #2 - Case Studies; Product #3-Stratification of Results; and Product #4 - Final Report, into which Products #1, #2, and #3 will be incorporated.

Product #1 - Data Summary

According to the approved project proposal, the Data Summary was to be derived from mailed questionnaires, with data summarized through computer analysis and presented in narrative and statistical form. (Where it was originally anticipated that these data would provide additional cues for the on-site visitations, a delayed project starting date necessitated a revision of this procedure, as will be described in the discussion of Product #2).

Four separate questionnaires were developed to collect perceptions and historical data relating to benefits of the Exemplary Program, dissemination practices, and State and local funding, as well as motivation (to participate in an exemplary project), problems or contraints encountered in administering an exemplary program, and suggestions or comments regarding the State's Exemplary Program Project.

The questionnaire developed for teachers of Exemplary Programs appears in Appendix E-2; the Replication Project Teacher questionnaire is Appendix E-3; and the Exemplary Administrator questionnaire is Appendix E-4. This questionnaire was designed to be completed by administrators who had only Exemplary projects and by those who had both Exemplary and Replication Projects. The fourth questionnaire was designed for use by administrators in whose schools there were only Replication Projects (Appendix E-5). The first page of each questionniare showed the name of the vocational program (completed by project staff) and asked the respondent to indicate the funding amount by year. Also completed by project staff were the names of administrator/teacher, with a space for the person completing the questionnaire, if different from the one appearing (which was derived from PDE records).

Because of the desire to be able to reflect the depth of perceptions of the four populations, questionnaires were designed to contain parallel items. For example, each group was asked to give their perceptions of the "Benefits to Students" (of an Exemplary Program). The following figure (Figure 14) will guide the reader to the match of items between the four instruments.

The questionnaire, with cover letter, were mailed on May 8, 1987, except those which were hand-carried to on-site visitations which began May 6. Responses were requested by May 20, but were accpeted through

FIGURE 14

QUESTIONNAIRE ITEM NUMBERS, BY MATCH AND DISTINCTION IN TOPIC

	Teacher Questionnaires		Administratar Questionnaires	
Major Topic	Exemplary	Replication	Exemplary	Replication
	Item #	Item #	Item #	Item #
Background	-	1	-	-
Benefits	1A	2A	1A	1A
	1B	2B	1B	1B
	1C	2C	-	-
	1D	2D	1C	1C
	1E	2E	1D	1D
Dissemination	2	3	2	2
	3*	-	-	-
	-	4*	-	-
	4	5	3	3
	5	-	-	-
	6**	6**	7	-
	7	7	-	-
	8	8	-	-
Motivation/ Support	9	9	4	4
	11	11	-	-
Implementation	10	10	8	-
	12	-	-	-
	-	12	-	-
	-	13	-	-
	-	14	-	-
Funding	13	-	6	-
	14	15	5	5
	15	16	-	-
Suggestions	16	17	9	6
Comments	17	18	10	7

*Items are similar in content (Exemplary and Replication Teacher)
**Items are similar in content (Exemplary and Replication Teacher)

June. Follow-up telephone calls to nonrespondents were made May 26 and 27; second calls were made June 4, 5, and 6; and third calls were made June 8 and 9. Additional calls were placed to nonrespondents through June 26. (Many of those who received follow-up calls had indicated that close-of-the-school year activities precluded timely response.) A letter of thanks (shown as Appendix E-6) was sent to respondents to acknowledge their cooperation.

The final return count, accomplished at the end of June, was a total of 109, or 86 percent of all four populations. By discrete survey group, the return was as shown in Figure 15.

Usable returns were received from all but the following (Figure 16).

As they were received, responses were hand-recorded according to year of initial Exemplary recognition or Replication funding. For example, four Exemplary Programs were recognized as Exemplary during FY 1983-84, according to survey responses, although three of the four received their first dissemination grant in 1984-85. They recorded as Fy 1983-84 Programs. Replication Projects were recorded as either FY 1984-85 or 1985-86.

It should be noted here that the number of respondents reported in this chapter may vary from the item totals of respondents and nonrespondents in some tables reported in Chapter IV. Because of the staffing patterns of some institutions, for example, a teacher-respondent may also have served in the administrative capacity for the program. In these instances, responses to parallel items were recorded only once if they were the same between the teacher and administrator questionnaires. If, however, the respondent "put on the appropriate hat" and answered

FIGURE 15

MAILED SURVEY RESPONSE, BY POPULATION GROUP

Population Group	Number of Programs	Number of Questionnaires	Number of Usable Questionnaires Returned	Percent Usable
Exemplary Teacher*	42	39	37	95
Replication Teacher	33	32	25	78
Total Teacher	75	71	62	87
Exemplary/Replication Administrator*	42	33	26	79
Replication (only) Administrator*	33	23	21	91
Total Administrator	75	56	47	84
Total	150	127	109	86

*Administrators and teachers of more than one Exemplary and/or Replication Project were given the option to complete a single questionnaire for all projects or to complete a separate questionnaire for each project.

Usable returns were received from all but the following (Figure 16):

FIGURE 16

MISSING RETURNS

Population Groups	Exemplary Programs	Replication Projects
Missing Administrators, by School	Derry Area HS Lake-Lehman HS Shikellamy HS* Lehigh County AVTS Vocational Guidance	Altoona HS Derry Area HS (2) Littlestown HS Northhampton County CC** County CC** Warren County AVTS
Total Missing Administrators	5	5
Missing Teachers, by Program	Derry Area HS Vocational Horticulture Shikellamy HS Industrial Maintenance	Alvin Swenson Skills Center Vocational Guidance** Carbon County AVTS Nurse Assisting** Central Westmoreland AVTS Food Service Derry Area HS Vocational Agriculture Harrisburg/Steelton/Highspire AVTS Drafting/Design Technology*** Littlestown HS Vocational Agriculture Warren County AVTS (2) Business Education Vocational Guidance

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* Response received July 14 (too late for tally).

** Incumbent was new; did not feel qualified to respond to questionnaire due to lac of experience with funded program/project.

*** Teacher did not implement program, noting that the Industrial Arts bent of the mentor program was not applicable to the occupational content of his Vocational Drafting curriculum.

from both the administrative and teacher points of view, both items were recorded as responses.

Likewise, questionnaires returned by administrators who responded for more than one Exemplary and/or Replication Project were reviewed and, except for responses to items which pertained to a specific project, their item responses were not duplicated in the "n" for data compilation. Likewise, as in the cases of the two schools that each had three Business Education Exemplary Program Projects, the teacher-in-charge completed only one questionnaire. Thus, the response "n's" are not the same as the numbers of programs they represent.

Analysis and Presentation of the Data

In Chapter IV, responses to each check-rank item are reported by the percentage of the number or respondents from each group -- Exemplary Teacher, Replication Teacher, Exemplary Administrator (from the Exemplary/Replication Administrator questionnaire), and Replication (only) Administrator. Non-responses to any item were not calculated in the percentages.

Each item is reported separately. All questions that were asked of more than one population group are shown in a manner that enables immediate comparisons of respondent groups; e.g., Exemplary Teacher-Replication Teacher and/or Exemplary Administrator - Replication Administrator. The "total teacher," the "total administrator," and the "total of all groups" are presented wherever possible and appropriate.

Check-rank items, which were held as nearly parallel between instruments as possible, are reported as follows:

a. The first table of a set for each check-rank item reports "checked" items by the percentage (of the pertinent population) that checked descriptors within the item as being "important" to the respondent's program. Totals are shown for all populations.

b. In check-rank items, respondents were also asked to rank the top five of those descriptors they had checked (with "1" being the most important; "2" the next most important, etc.). Percentage responses are shown in tandem tables; i.e., Exemplary Teacher - Replication Teacher, as well as total teacher, comprises a single table. Administrator (Exemplary and Replication) rankings are presented the same way in a separate table, the third of the set.

c. The fourth table for a check-rank item set is a composite of the perceptions of each population group (that was asked to respond the particular item), showing what each group and the total of all population groups perceived to be the "most important" of the descriptors. Data in this table are reported by frequency of choice of the descriptors as "most important" or ("1") and by ranking (1, 2, 3, 4, and 5) of the frequencies by which the descriptors were selected as "most important."

In all appropriate analyses, computer manipulation of responses was performed to determine percentages. For other items, such as those requesting numbers of dollars in fundng or quanitities of materials disseminated, for example, direct reporting was required, sometimes reporting by frequency and sometimes reporting by percentage groupings.

Open-ended questions are shown, in Chapter IV, by frequency of response to grouped (liked) responses and by accompanying detailing of respondents' verbatim replies.

Product #2 - Case Studies

Whereas the project proposal had suggested the development of 24 Case Studies (24 programs - 12 Exemplary and 12 Replications, with six of the Replications tied to their Exemplary mentor programs), a delayed time-line resulted in approval to reduce this number to 17, or 11 Exemplary Programs and six Replication Projects, three of which would be selected to match their mentor Programs.

Meetings with the State Staff also recruited in another change in the eventual composition of the 17 Case Studies; i.e., the proposed content was to relate a description of the program and a report of on-site program review. Since these activities had been accomplished by State Staff, the on-site visitations were limited to meetings with the administrator and the teacher, at which time an Interview Guide was followed. The Interview Guide (shown as Appendix F) was constructed to probe the areas covered in the mailed questionnaire.

Visitations sites, for the development of the 17 Case Studies, were selected by, first, developing a matrix listing the names of Exemplary Programs according to type of school setting, region, and whether the Program fell into the group considered by the researchers to be (1) primarily of substantive vocational education instructional content or (2) support content. A summary of the process for the selection of the 11 Exemplary Program visitation sites is shown on the following page.

The 11 selected sites represented approximately 25 percent of each of the matrix categories.

Categories	Number of Exemplary Programs	Number of Selected Sites
Community College	3	1
Comprehensive High School	17	4
Area Vocational-Technical School	22	6
Western Region	11	3
Central Region	7	2
Eastern Region	24	6
Substantive Vocational	29	8
Support	13	3

The names of the 42 Exemplary Programs were arranged within the above categories, and the actual site selection was accomplished by working back and forth until the selected sites were balanced within the selection matrix.

On-site visitations to Replication Projects (to conduct administrator and teacher interviews) were made to six, or approximately 20 percent, of the 33 funded projects. Sites were selected in a process similar to that used for selecting Exemplary Program visitation sites, with the additional intent that (a) three should be replications of mentor Exemplary Programs which would be visited and (b) sites should be representative of both funding years (1984-85 and 1985-86). The selection matrix for Replication site identification is summarized on the following page.

Categories		Number of Replication Projects 1984-85	Number of Replication Projects 1985-86	Number of Selected Sites Total	Number of Selected Sites 1984-85	Number of Selected Sites 1985-86
Total						
Community College	(1)	(-)	1	(-)	(-)	0
Comprehensive High School	(4)	(12)	16	(1)	(2)	3
Area Vocational-Technical School	(2)	(14)	16	(1)	(2)	3
Western Region			16			3
Central Region			6			1
Eastern Region			11			2

(Work with this Replication matrix indicated that, in selecting the visitation sites, the intent of representation could best be met by assuring that two sites were funded in 1984-85 and four in 1985-86. It was believed that two 1984-85 Projects, while deviating from the "20 percent" plan, would provide input based on experience subsequent to the replication year that would add depth to the study.)

In similar manner and rationale, the final Replication visitation sites were selected to represent substantive vocational instructional programs (four were selected) and support programs (two), also considering that three of these were to have been mentored by three Exemplary Programs on the visitation list.

Figure 17 lists the Exemplary programs and Replication Projects visited as a result of the use of the selection services and processes.

On-site visitations were arranged by telephone. Visits were made from May 6 through May 28.

The 17 Case Studies that comprise "Product #2" are shown in Appendix G. They were built from a composite of topics addressed on the Interview Guide and the questionnaire responses of the administrative and teacher respondents on the mailed (or hand-delivered) questionnaires.

FIGURE 17

VISITATION SITES, SELECTED FOR IN-DEPTH DATA COLLECTION FOR THE PREPARATION OF CASE STUDIES

EXEMPLARY SCHOOL	EXEMPLARY PROJECT	REPLICATION SCHOOL	REPLICATION PROJECT
Western Region			
Pittsburgh (Peabody HS)	Industrial Arts (Metals)	Altoona HS	Industrial Arts (Metals)
Central Westmoreland AVTS	Scientific Data Processing	--	--
Crawford County AVTS	Welding	--	--
--	--	Bradford SD	Single Parent/ Homemaker
Central Region			
Altoona AVTS	Mainstreaming	--	--
Steelton/Highspire H.S.	Business Education	--	--
--	--	Harrisburg/Steelton Highspire AVTS	Drafting
Eastern Region			
Delaware County CC	Single Parent/ Homemaker	--	--
Governor Mifflin HS	Diversified Occupations	Eastern Lancaster SD	Diversified Occupations
Lebanon County	Marketing/Distributive Education	--	--
Solanco HS	Agriculture Production	--	--
Alvin Swenson Skills Center	Clinical Lab Assisting	Carbon County AVTS	Nurse Assistant*
Alvin Swenson Skills Center	Baking	Central Westmoreland AVTS	Food Service**

* Matching from the original list from PDE, the researchers believed that some portions of the Clinical Lab Assisting Exemplary Program at Alvin Swenson Skills Center had been used for the Carbon County Nurse Assisting Program; however, subsequent findings showed that this program was a replication of a Nursing Assistant Program from which the original teacher had resigned and the Exemplary Program had, thus, lost its Exemplary status.

** The researchers believed, during site selection, that the Alvin Swenson Skills Center Program in Baking was a part of the Exemplary Program, Food Service/Production/Management; hence, the Food Service Replication Project was selected as a mentor-replication match to fulfill a matrix match in Home Economics.

Product #3 - Stratification of Results

According to the accepted project proposal, Product #3 was to be Stratfification of Results, by funding year and by number of years as an exemplary program; i.e., a summary of answers to questions inherent in Objective 1 through 11 to indicate benefits to program, benefits to school, dissemination activities (received/provided by hours/days, quantity, quality, type, and etc.), replicated activity, funding (PDE grant/local supplement), state-level benefits, etc.

Because of changes in the questionnaire format, as developed through meetings with the State Staff, Product #3 assumed a structure different from the one suggested by the proposal, wherein questionnaires were anticipated to be answered using a five-point Likert-type scale. Another change from the proposal was, again, that site visits were utlimately designed primarily only to probe for information related to mailed questionnaire items and not to review program content, curriculum, or dissemination materials.

Thus, Product #3 Stratificiation of Results -- has been incorporated in this report as Chapter V (Summary and Conclusions). Chapter V was constructed to answer questions inherent to the Project Objectives 1 through 11. Content was drawn from survey respnses, as shown in Chapter IV, and the Case Studies which appear as Appendix G. Since survey data were recorded according to a Program/Project's initial funding year, the researchers reviewed these "work" sheets and, where the recorded responses of a survey population showed marked differences between the various applicable years, these differences were noted in the narrative addressing the pertinent objective.

Product #4 - Final Report

The Final Report, prepared according to PDE's "Guidelines for Final Report," was prepared as a scholarly analysis containing (as described in the Project Proposal):

- Instrumentation and process used to generate findings (Chapter III).
- Description of exemplary vocational education programs (Chapter II).
- Description of replication projects (Chapter II).
- Case studies of exemplary vocational education programs (Appendix G).
- Case studies of replication projects (Appendix G).
- Description of the exemplary vocational education process (Chapter I and IV) and outcome (Chapters IV and V).
- Conclusions related to program/project funding impact (Chapter V).
- Conclusions related to characteristics of successful dissemination (Chapter V).
- Conclusions related to exemplary vocational education program identification benefits (Chapter V).
- Recommendations in the areas of: funding, dissemination, activities, exemplary program/replication project interaction, and selection of programs/projects (Chapter VI).

CHAPTER IV

ANALYSIS OF THE DATA

This chapter of the study, ASSESSMENT OF THE IMPACT OF THE EXEMPLARY PROGRAM PROJECT FOR VOCATIONAL EDUCATION (Identification, Dissemination and Replication - 1983 to 86), presents narrative and statistical data regarding the benefits of participation in an Exemplary Program project (dissemination and replication), perceptions related to dissemination practices, concepts regarding support and motivation as well as implementation of an Exemplary dissemination or replication project, State and local funding information, and suggestions and comments of the survey population. This chapter relates the data collected through mailed questionnaires. (In Appendix G, Case Studies are provided of 11 Exemplary Programs and six Replication Projects.)

SURVEY QUESTIONNAIRES

Comprising the 109 survey respondents were 37 teachers of Exemplary Programs, 25 teachers of Replication Projects, 26 administrators of Exemplary Programs (whose schools may also have had Replication Projects), and 21 administrators of Replication (only) Projects.

Background Information

The frequency of respondent returns, by year in which (a) the Exemplary Programs were initially funded and (b) the Replication Projects were funded, is shown in Figure 18. The "funding year" or "initial funding year" may vary from those shown in Chapter II in Figures 7 and 8 (Exemplary Programs) and Figures 12 and 13 (Replication Projects), which reflect the years in which projects were approved at the Pennsylvania Department of Education. Respondents, however, may have completed background information (first page of their survey instrument) in terms of the years in which they received notice of project acceptance and/or funding. Therefore, Figure 18 reflects respondents' perceptions of the years in which they entered the Exemplary Program Project. Figure 18 also reflects the dates reported by Exemplary Program Replication Project respondents according to their records of the year in which funding was received. (For example, Exemplary Programs that were cited as Exemplary in FY 1983-84 may actually have received dissemination funding in FY 1984-85, according to PDE records, but are reported here as FY 1983-84 programs. Replication Projects which were approved during 1985-86 may, in actuality, not have received their one-year grant monies until 1986-87).

FIGURE 18

FREQUENCY OF RETURNS, BY YEAR OF (INITIAL) FUNDING

Initial Funding Year	Exemplary Teachers		Replication Teachers		Exemplary Administrator		Replication Administrator		Returns	
	n	%	n	%	n	%	n	%	n	%
1983-84	3	8	—	—	2	9	—	—	5	5
1984-85	10	28	2	8	10	38	2	10	24	22
1985-86	21	56	21	84	5	19	19	90	66	61
1986-87	3	8	2	8	9	34	—	—	14	12
Total	37	100	25	100	26	100	21	100	109	100

Background information requested only of Replication Teachers was the name of their mentor Exemplary Program(s). Twenty-four of the 25 Replication Teacher respondents completed this item (Item 1 of the Replication Teacher questionnaire). Their listings were used as a "check" for information gathered from other sources, such as PDE files.

Figure 19 reports the frequency by which 16 mentor Exemplary Programs were replicated. Seven Exemplary Programs are shown as having been replicated in more than one school.

FIGURE 19

MENTOR EXEMPLARY PROGRAMS AND THEIR REPLICATION PROJECTS, BY SCHOOL, AS REPORTED BY REPLICATION PROJECT TEACHERS

Mentor Exemplary Programs and School	Replication Site
1. Marketing and Distributive Education and Diversified Occupations; Lebanon County AVTS	1. Central Columbia HS 2. Central Westmoreland AVTS 3. Central Westmoreland AVTS 4. Franklin County AVTS 5. Huntingdon County AVTS 6. North Fayette AVTS
2. Business Education: Accounting, General Office, Secretarial; Reading Senior HS	1. Bald Eagle HS 2. Berlin Brothersvalley HS 3. McKeesport AVTS* 4. Twin Valley HS 5. Warren County AVTS
3. Industrial Arts - Drafting/ Design; Norristown HS	1. Altoona HS 2. Bermudian Springs HS 3. Harrisburg-Steelton-Highspire AVTS** 4. McKeesport AVTS 5. Penn Hills HS
4. Diversified Occupations and Cooperative Education; Governor Mifflin HS	1. Eastern Lancaster SD* 2. Lackawanna Trail HS 3. Lebanon County AVTS 4. Muncy HS* 5. Twin Valley HS

Figure 19 (Continued)

Mentor Exemplary Programs and School	Replication Site
5. Diversified Occupations; Harry S. Truman HS, Bristol SD	1. Bensalem HS 2. Eastern Lancaster SD* 3. Muncy HS*
6. Vocational Agriculture; Tyrone HS	1. Derry Area HS** 2. Littlestown HS
7. Vocational Guidance; Lehigh County AVTS	1. Alvin A. Swenson Skills Center** 2. Warren County AVTS
8. Food Service; Alvin Swenson Skills Center	1. Bradford HS
9. Nursing Assistant; Alvin Swenson Skills Center***	1. Carbon County AVTS
10. Welding; Crawford County AVTS	1. Lehigh County AVTS****
11. Sex Equity; Erie County AVTS	1. Forbes Road East AVTS*
12. Industrial Arts - Wood; Lake-Lehman HS	1. Brockway HS
13. Single Parent & Homemaker; Luzerne County CC	1. Northampton County CC
14. Single Parent & Homemaker; Mercer County AVTS	1. Bradford HS
15. Sex Equity; School District of Pittsburgh, OVT Center	1. Forbes Road East AVTS*
16. Business Education: Accounting, General Office, Secretarial; Harrisburg-Steelton-Highspire HS	1. McKeesport AVTS*

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* Replicated two mentors.

** Listed from information from source other than teacher.

*** Not included in study--not funded as Exemplary dissemination project during study years. (Exemplary teacher left employment at the school.)

**** Awarded Exemplary status at June 1987 PVEC.

Benefits

Tables 1 through 4 report "Benefits to Students," as perceived by the four populations. Table 1 (Item 2 on the Replication Teacher questionnaire and Item 1 on all others) relates the percentages of respondents who selected each of the possible benefits presented on the questionnaire. (They were asked to check "all that apply.") "Student interest" and "student motivation" were seen by nearly 90 percent of the total survey population as benefits to students. Both were rated highest by Replication Teachers (92 percent) and Replication Administrators (100 percent). Exemplary Teachers (82 percent) indicated that "student recruitment" was a benefit. Fifteen percent of all respondents indicated "other" benefits, as enumerated below:

- Reference further training.
- Internship/apprenticeship.
- Adjustment by other educators and the school board to support our program activities with a secondary school setting; (1) teacher motivation, (2) public relations for Vocational Education Department.
- New ideas for teacher by visiting other schools -- new material.
- Improved instruction.
- Student pride in their education.
- Attracts a better quality student.
- Pride in Program (recognition).
- Student pride in Program.
- Educational instructional materials made available through Replication Program.

After checking items they considered to be "benefits to students," respondents were asked to rank the top five of those they had selected, with"1" being the most important, "2" the next most important, etc. Table 2 shows how teachers ranked the importance of the "benefits to students" they had checked (in Table 1). Thirty-three percent of the total teacher respondents chose "student interest" as the most important benefit, and "student motivation" as the second most important benefit (34 percent). One-fourth of the teachers saw "student recruitment" as the third most important benefit to students.

In the same manner as Table 2, Table 3 relates administrators' perceptions of the most important benefits to students. Sixty-two percent of Replication Administrators felt that "student interest" was the most important benefit and 52 percent saw "student motivation" the second most important. Nearly one-half (42 percent) of Exemplary Administrators ranked "student interest" as "1." "Student motivation" was "2," to 31 percent of the Exemplary Administrators, and to 31 percent of this group "student recruitment" was "3."

Where Tables 2 and 3 reported percentage responses of how teachers and administrators ranked the "top five" benefits to students, Table 4 summarizes the frequency of responses (from Tables 2 and 3) of the "1" rankings, or, the most often ranked the most important benefit to students. The fewest respondents chose "student completion" and "job advancement opportunities" as the most important benefits to students.

Table 1
Checklist of Benefits to Students
As Perceivod By
Exemplary and Replication Teachers and Administrators

Benefits to Students	Exem. Teachers n=34	Repl. Teachers n=25	Total Teachers n=59	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=106
a. Student interest	82%	92%	83%	84%	100%	91%	87%
b. Student recruitment	82%	68%	76%	76%	77%	77%	77%
c. Student motivation	79%	92%	84%	88%	100%	93%	89%
d. Student completion	50%	60%	54%	42%	45%	43%	50%
e. Co-op placement (if applicable)	35%	56%	44%	50%	54%	52%	48%
f. Placement (job, postsecondary, military)	34%	40%	49%	61%	32%	47%	49%
g. Job advancement opportunities	18%	24%	20%	15%	32%	22%	21%
h. Other	18%	12%	15%	23%	9%	16%	15%

Table 2
Ranking of Benefits to Students
As Perceived By
Exemplary and Replication Teachers

Benefits to Students	Exemplary Teacher n=33 Ranking					Replication Teacher n=25 Ranking					Total Teacher n=58 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Student interest	30%	24%	12%	9%	3%	36%	20%	24%	4%	4%	33%	22%	17%	7%	3%
b. Student recruitment	30%	9%	27%	9%	3%	12%	0%	24%	20%	12%	22%	5%	27%	14%	5%
c. Student motivation	3%	36%	21%	15%	0%	24%	32%	20%	8%	4%	12%	34%	21%	12%	2%
d. Student completion	6%	0%	18%	15%	9%	16%	0%	16%	16%	12%	3%	7%	16%	16%	14%
e. Co-op placement (if applicable)	9%	6%	3%	6%	9%	20%	4%	8%	8%	16%	14%	5%	5%	10%	12%
f. Placement (job% postsecondary% military)	12%	9%	6%	6%	21%	4%	20%	4%	8%	4%	9%	14%	5%	7%	14%
g. Job advancement opportunities	3%	3%	3%	6%	3%	0%	0%	4%	8%	12%	2%	2%	3%	7%	7%
h. Other	6%	6%	0%	0%	3%	4%	0%	0%	4%	0%	5%	3%	2%	2%	2%

Table 3
Ranking of Benefits to Students As Perceived By Exemplary and Replication Administrators

Benefits to Students	Exemplary Administrators n=26 Ranking					Replication Administrators n=21 Ranking					Total Administrators n=47 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Student interest	42%	15%	4%	19%	4%	62%	24%	14%	0%	5%	51%	19%	9%	11%	4%
b. Student recruitment	19%	15%	31%	4%	8%	10%	5%	24%	14%	24%	15%	11%	28%	9%	15%
c. Student motivation	12%	31%	27%	12%	8%	5%	52%	24%	24%	0%	7%	40%	25%	16%	4%
d. Student completion	4%	12%	7%	15%	4%	0%	5%	14%	9%	18%	0%	8%	10%	13%	10%
e. Co-op placement (if applicable)	12%	4%	4%	19%	12%	14%	9%	14%	14%	5%	13%	6%	8%	16%	8%
f. Placement (job, postsecondary, military)	7%	4%	12%	7%	30%	5%	9%	5%	5%	9%	6%	6%	8%	6%	21%
g. Job advancement opportunities	0%	4%	4%	4%	4%	5%	0%	5%	14%	9%	2%	2%	4%	8%	6%
h. Other	7%	7%	7%	0%	0%	5%	0%	5%	0%	0%	6%	4%	6%	0%	0%

Table 4
Most Important Benefits to Students, by Frequency, As Ranked by Exemplary and Replication Teachers and Administrators

Benefits to Students	Exem. Teachers n=33	Repl. Teachers n=25	Total Teachers n=58	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=105
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
a) Student interest	10(1t)	9(1)	19(1)	11(1)	13(1)	24(1)	43(1)
b) Student recruitment	10(1t)	3(5)	13(2)	5(2)	2(2t)	7(2)	20(2)
c) Student motivation	1(5t)	6(2)	7(4)	3(3t)	1(3t)	4(4)	11(4)
d) Student completion	2(4t)	0	2(7)	1(5t)	0	1(6t)	3(7)
e) Co-op placement (if applicable)	3(3)	5(3)	8(3)	3(3t)	2(2t)	5(3)	13(3)
f) Placement (job postsecondary military)	4(2)	1(6t)	5(5)	2(4)	1(3t)	3(5t)	8(5)
g) Job advancement opportunities	1(5t)	0	1(8)	0	1(3t)	1(6t)	2(8)
h) Other	2(4t)	1(6t)	3(6)	1(5t)	1(3t)	3(5t)	6(6)

Tables 5 through 8 present "Benefits to Personnel," as perceived by teachers and administrators. Table 5 summarizes the responses of all four groups when asked to check what they felt were the "benefits to personnel" when a vocational education program had Exemplary or Replication status. The benefits most often checked by teachers were "administrative support" and "your interest/motivation" (each chosen by 96 percent of total teachers). From their selection list, administrators were about evenly divided in their top selections, with nearly 80 percent selecting each of the following: "interest/motivation of teacher(s) of Exemplary/Replication program(s)," "support your give/gave to teachers of Exemplary/Replication program(s)," and "your interest/motivation." "Other" benefits to personnel, as reported but not detailed in Table 5, were specifically listed as:

- Recognition.
- Departmental recognition as a whole.
- Staff morale increase.
- Salary awards for Coordinator and staff.
- Recognition for efforts.
- Increased knowledge for teacher, especially with computer hardware.
- Opportunity to collaborate with others in education, in the State, in similar programs.

Table 6 relates the ranking of benefits to personnel as seen by teachers. By far the most important "benefit to personnel" was seen by both Exemplary and Replication Teachers (72 percent) as "your interest/motivation." The second highest-ranking benefit, according to 33 percent of all teachers, was "administrative support."

As can be seen in Table 7, both groups of administrators agreed with teachers that the most important "benefit to personnel" was "interest/motivation of teacher(s) of Exemplary/Replication program(s)," as indicated by 71 percent of the Replication Administrators and 54 percent of the Exemplary Administrators (63 percent for the total administrators).

Table 8 shows the frequency by which the four populations ranked the various benefits to personnel as "most important" ("1"). Overall, the total group saw "your interest/motivation" as the most important benefit to personnel. The second most frequently selected "1" benefit to personnel, as seen by the total population, was "interest/motivation of teacher(s) of Exemplary/Replication program(s)."

Table 5
Checklist of Benefits to Personnel, As Perceived By Exemplary and Replication Teachers and Administrators

Benefits to Personnel	Exem. Teachers n=33	Repl. Teachers n=24	Total Teachers n=57	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=104
a. Administrative support	91%	100%	96%	na	na	na	96%
a.1 Interest/motivation of teacher(s) of Exemplary/ Replication program(s)	na	na	na	57%	100%	77%	77%
b. Interest/motivation of other teachers	82%	71%	77%	80%	59%	71%	74%
c. Staff morale	60%	46%	54%	38%	36%	38%	50%
d. Staff support	55%	66%	60%	46%	36%	42%	50%
d.1 Support you give/gave to teachers of Exemplary/ Replication program(s)	na	na	na	84%	73%	79%	79%
e. Support staff in-service	12%	4%	9%	15%	14%	15%	30%
f. Teacher in-service	33%	29%	32%	15%	23%	19%	26%
g. Your interest/ motivation	94%	100%	96%	76%	82%	79%	89%
h. Other	6%	13%	8%	15%	0%	8%	9%

Note: na = not asked

Table 6
Ranking of Benefits to Personnel
As Perceived By
Exemplary and Replication Teachers

Benefits to Personnel	Exemplary Teacher n=33 Ranking					Replication Teacher n=24 Ranking					Total Teacher n=57 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Administrative support	11%	33%	18%	9%	6%	13%	33%	18%	8%	8%	12%	33%	16%	9%	7%
a.1 Interest/motivation of teacher(s) of Exemplary/ Replication program(s)	1%	18%	33%	24%	6%	4%	4%	29%	13%	21%	4%	12%	31%	19%	12%
b. Interest/motivation of other teachers	------ na ---------					------ na ---------					------ na ---------				
c. Staff morale	6%	12%	9%	12%	15%	4%	4%	25%	13%	0%	5%	9%	16%	12%	18%
d. Staff support	6%	6%	15%	21%	9%	4%	4%	21%	12%	25%	5%	5%	18%	18%	16%
d.1 Support you give/gave to teachers of Exemplary/ Replication program(s)	------ na ---------					------ na ---------					------ na ---------				
e. Support staff in-service	0%	0%	0%	12%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
f. Teacher in-service	1%	6%	12%	0%	12%	4%	4%	4%	13%	4%	3%	5%	9%	5%	9%
g. Your interest/ motivation	75%	18%	9%	3%	9%	67%	25%	0%	4%	4%	72%	21%	5%	4%	7%
h. Other	0%	0%	0%	0%	3%	4%	0%	0%	4%	4%	2%	0%	0%	1%	4%

Note: na = not asked

Table 7
Ranking of Benefits to Personnel As Perceived By Exemplary and Replication Administrators

Benefits to Personnel	Exemplary Administrators n=26 Ranking					Replication Administrators n=21 Ranking					Total Administrators n=47 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Administrative support	------ na ---------					------ na ---------					------ na ---------				
a.1 Interest/motivation of teacher(s) of Exemplary/ Replication program(s)	54%	4%	23%	12%	0%	71%	18%	10%	0%	5%	63%	10%	13%	16%	02%
b. Interest/motivation of other teachers	2%	8%	27%	27%	15%	0%	18%	18%	9%	14%	1%	12%	23%	19%	15%
c. Staff morale	10%	15%	0%	8%	4%	0%	5%	9%	14%	9%	5%	10%	4%	10%	6%
d. Staff support	0%	8%	4%	12%	23%	0%	5%	9%	23%	0%	0%	10%	6%	17%	13%
d.1 Support you give/gave to teachers of Exemplary/ Replication program(s)	6%	35%	8%	19%	15%	13%	18%	23%	9%	5%	10%	27%	15%	15%	10%
e. Support staff in-service	0%	4%	0%	4%	8%	0%	5%	5%	0%	5%	0%	4%	2%	2%	6%
f. Teacher in-service	2%	4%	0%	4%	4%	4%	5%	0%	9%	9%	3%	4%	0%	6%	6%
g. Your interest/ motivation	23%	27%	12%	12%	4%	12%	32%	23%	5%	5%	18%	29%	17%	8%	4%
h. Other	3%	3%	3%	0%	0%	0%	0%	0%	0%	0%	2%	2%	2%	0%	0%

Note: na = not asked

Table 8
Most Important Benefits to Personnel, by Frequency, As Ranked by Exemplary and Replication Teachers and Administrators

Benefits to Personnel	Exem. Teachers n=33	Repl. Teachers n=24	Total Teachers n=57	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=104
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
a) Administrative support	4(2)	3(2)	7(2)	-------- not asked ----------			not ranked
b) Interest/motivation of teacher(s) of Exemplary/Replication program(s)	1(3t)	1(3t)	2(3t)	14(1)	14(1)	28(1)	30(2)
c) Interest motivation of teachers of other programs	-------- not ranked --------			1(4t)	0	1(5)	not ranked
d) Your interest/motivation	25(1)	15(1)	40(1)	5(2)	3(2t)	8(2)	48(1)
e) Support you give/gave to teachers of Exemplary/Replication program(s)	-------- not asked ----------			2(3t)	3(2t)	5(3)	not ranked
f) Staff morale	1(3t)	1(3t)	2(3t)	2(3t)	0(4)	2(4t)	4(2t)
g) Staff support to Exemplary/Replication program(s)	1(3)	1(3)	2(3t)	0	0(4)	0(6)	2(3t)
h) Support staff in-service	0(4t)	0(4)	1(4t)	0(5)	0(4)	0(6)	1(4)
i) Teacher in-service	1(3t)	1(3t)	2(3t)	1(4t)	1(3)	2(4t)	4(2t)
j) Other	0(4t)	1(3t)	1(4t)	1(4t)	0(4)	1(5)	2(3t)

Note: t = tie

Tables 9, 10, and 11 relate how teachers perceived the Exemplary Program Projects in terms of their "Benefits to Curriculum." (Administrators were not asked to respond to this item.)

Table 9 shows how the teachers reacted to a checklist of "benefits to curriculum." Eighty-eight percent of the total teacher group (93 percent of Exemplary Program Teachers and 83 percent of Replication Project Teachers) chose "competency-based instruction" as a benefit to curriculum. The second most frequently checked item was "competency-based curriculum materials," as selected by 84 percent of the total group (93 percent of Exemplary Teachers and 74 percent of Replication Teachers). A larger gap was shown in response to "Curriculum upgrading to industry standards" (which was chosen by 67 percent of Exemplary Teachers and 48 percent of Replication Teachers) and to "performance evaluation" (56 percent of Replication Teachers but only 23 percent of Exemplary Teachers). Two Exemplary Teachers added comments: one, in reference to the items "curriculum upgrading to industry standards" and "program philosophy/goals," said, "Already up to Standard," and the other said, "Used as a model program (curriculum)." Only one teacher (Replication) added a comment under "Other": "Specific modules; i.e., employer interviews, etc.," which he/she subsequently rated as a "2" in the ranking of benefits to curriculum.

Table 10 shows how teachers ranked the importance of "benefits to curriculum" items they had checked. To the combined teacher groups, "competency-based curriculum materials" was the most important curriculum benefit, and "competency-based instruction" was most frequently selected as "2."

Table 11 summarizes both teacher populations' rankings of the most important ("1") benefits to curriculum. As was shown in the preceding table, "competency-based curriculum materials" and "competency-based instruction" were most often ranked as the most important. The fewest respondents chose "integrated safety instruction" and "integrated vocational student organizations" as the most important benefits to curriculum.

Table 9
Checklist of Benefits to Curriculum,
As Perceived By Exemplary and Replication Teachers

Benefits to Curriculum	Exemplary Teachers n=27	Replication Teachers n=23	Total n=50
a. Competency-based curriculum materials	93%	74%	84%
b. Competency-based instruction	93%	83%	88%
c. Curriculum administration/ management	41%	35%	38%
d. Curriculum upgrading to industry standards	67%	48%	58%
e. Individualized instruction for student career goals	59%	66%	62%
f. Individualized instruction for students with special needs	41%	26%	34%
g. Integrated safety instruction	33%	22%	28%
h. Integrated vocational student organization	7%	22%	14%
i. Performance evaluation	23%	56%	40%
j. Program philosophy/goals	33%	39%	36%
k. Other	0%	4%	2%

Note: na = not asked

Table 10
Ranking of Benefits to Curriculum
As Perceived By
Exemplary and Replication Teachers

Benefits to Curriculum	Exemplary Teacher n=27 Ranking					Replication Teacher n=23 Ranking					Total Teacher n=50 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Competency-based curriculum materials	26%	26%	26%	7%	7%	29%	13%	17%	4%	4%	28%	20%	22%	6%	6%
b. Competency-based instruction	26%	30%	15%	7%	7%	20%	30%	9%	26%	4%	22%	30%	12%	16%	6%
c. Curriculum administration/ management	7%	7%	19%	4%	4%	6%	0%	13%	4%	4%	7%	4%	16%	6%	6%
d. Curriculum upgrading to industry standards	12%	11%	11%	19%	19%	9%	13%	9%	17%	9%	11%	12%	10%	18%	12%
e. Individualized instruction for student career goals	9%	11%	11%	19%	7%	13%	17%	4%	17%	13%	11%	14%	8%	18%	10%
f. Individualized instruction for students with special needs	7%	7%	0%	15%	7%	3%	0%	9%	4%	9%	5%	4%	4%	10%	8%
g. Integrated safety instruction	5%	4%	7%	7%	15%	0%	0%	17%	0%	9%	3%	2%	10%	4%	12%

Table 10 (Con't)
Ranking of Benefits to Curriculum As Perceived By Exemplary and Replication Teachers

Benefits to Curriculum	Exemplary Teacher n=27 Ranking					Replication Teacher n=23 Ranking					Total Teacher n=50 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
h. Integrated vocational student organization	0%	0%	0%	0%	7%	0%	9%	0%	4%	9%	0%	4%	0%	2%	8%
i. Performance evaluation	3%	0%	15%	4%	4%	12%	9%	17%	9%	17%	8%	4%	16%	6%	16%
j. Program philosophy /goals	5%	4%	4%	11%	4%	8%	4%	4%	4%	4%	7%	4%	4%	8%	8%
k. Other	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	0%

Table 11
Most Important Benefits to Curriculum, by Frequency,
As Ranked by Exemplary and Replication Teachers

Benefits to Curriculum	Exemplary Teachers n=27	Replication Teachers n=23	Total Teachers n=50
	F(Rank)	F(Rank)	F(Rank)
a) Competency-based curriculum materials	8(1)	8(1)	16(1)
b) Competency-based instruction	7(2)	2(2t)	9(2)
c) Curriculum administration/management	3(3t)	3(2t)	6(3t)
d) Curriculum upgrading to industry standards	1(4t)	1(3)	2(4t)
e) Individualized instruction for student career goals	3(3t)	3(2t)	6(3t)
f) Individualized instruction for students with special needs	1(4t)	1(3)	2(4t)
g) Integrated safety instruction	0(5t)	0(4)	0(6t)
h) Integrated vocational student organizations	0(5t)	0(4)	0(6)
i) Performance evaluation	1(4t)	1(3)	2(4t)
j) Program philosophy/goals	3(3t)	3(2t)	6(3t)
k) Other	0(5t)	1(3)	1(5t)

Tables 12, 13, 14, and 15 present the perceptions of teachers' and administrators' regarding the "Benefits to Program" when a vocational program has Exemplary or Replication status.

Table 12 shows how all four groups of respondents reacted when asked to check a list of possible "benefits to program." "Program publicity" was seen by all four groups (62 percent) as a benefit. Exemplary Teachers (78 percent) and Replication Teachers (58 percent) felt that "program recognition" was a benefit. Exemplary Program personnel were twice as likely as Replication Project respondents to check "public reaction/support." "Other" benefits to the program, as referenced in Table 12, were listed by teachers and administrators as:

- Led to national recognition, plus two community awards and a college outstanding service award.
- Software books, reference materials.
- Student recruitment indirectly through program recognition.
- Media involvement.
- Faculty development.

Table 13 reports how teachers ranked the importance of the "benefits to program" they had checked (as shown in Table 12). Twenty-six percent of the total teacher group chose "program publicity" as the most important benefit. Replication Teachers gave equal first-place ranking (21 percent each) to"program publicity" and "new equipment purchases."

Table 14 shows how the administrators ranked the importance of "benefits to program" that they had checked. Like the teachers, they ranked "program publicity" as the most important benefit, with Exemplary Program Administrators (57 percent) giving the higher rating of the two groups of administrators. One-fourth (23 percent) of the Replication

Administrators gave their highest ratings to "occupational (craft) advisory committee involvement" and "resource identification."

Table 15 summarizes, by frequency, all four groups' rankings of the most important "benefits to program." As was shown in the three preceding tables, "program publicity" was most often ranked as the most important ("1"), having been so designated by 33 of the 105 respondents who ranked the items, and "new equipment purchases" was the second most important benefit to the vocational program to the four groups.

Table 12
Checklist of Benefits to Program, As Perceived By Exemplary and Replication Teachers and Administrators

Benefits to Program	Exem. Teachers n=32	Repl. Teachers n=24	Total Teachers n=56	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=103
a. Facility management/ adaptation	32%	58%	43%	14%	43%	26%	45%
b. Local industry support	41%	58%	50%	32%	48%	39%	44%
c. Occupational (craft) advisory committee involvement	46%	58%	52%	36%	57%	45%	47%
d. On-site Compliance Review by PDE (if since E/R status)	-------- Not asked ------			7%	10%	8%	Not totaled
e. New equipment purchases	38%	50%	43%	14%	24%	18%	40%
f. Program print/nonprint resources	41%	58%	50%	-------- Not asked ------			Not totaled
g. Program publicity	84%	63%	75%	82%	52%	49%	62%
h. Program recognition	78%	58%	70%	-------- Not asked ------			Not totaled
I. Public reaction/support	69%	38%	55%	61%	29%	47%	51%
j. Resource identification	-------- Not asked ------			46%	43%	45%	Not totaled

Table 12 (Con't)
Checklist of Benefits to Program,
As Perceived By Exemplary and Replication
Teachers and Administrators

Benefits to Program	Exem. Teachers n=32	Repl. Teachers n=24	Total Teachers n=56	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=103
k. Resource management	-------- Not asked ------			14%	53%	31%	Not totaled
l. School (general) advisory committee support/involvement	34%	13%	25%	14%	33%	18%	22%
m. School publicity	-------- Not asked ------			82%	33%	61%	Not totaled
n. Supplies	31%	75%	50%	25%	33%	29%	40%
o. Other	6%	4%	5%	3%	9%	6%	6%

Note: na = not asked

Table 13
Ranking of Benefits to Program As Perceived By Exemplary and Replication Teachers

Benefits to Program	Exemplary Teacher n=32 Ranking					Replication Teacher n=24 Ranking					Total Teacher n=56 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Facility management/ adaptation	9%	3%	6%	6%	9%	17%	17%	0%	8%	13%	13%	9%	4%	13%	11%
b. Local industry support	0%	13%	0%	16%	6%	8%	4%	17%	13%	17%	4%	11%	7%	14%	11%
c. New equipment purchases	13%	0%	6%	6%	9%	21%	13%	8%	8%	0%	17%	5%	7%	7%	5%
d. Occupational (craft) advisory committee involvement	6%	22%	6%	6%	9%	4%	13%	21%	17%	4%	5%	16%	13%	11%	7%
e. Program print/nonprint resources	6%	6%	6%	16%	6%	0%	13%	4%	8%	0%	3%	9%	5%	13%	3%
f. Program publicity	31%	28%	16%	3%	3%	21%	17%	21%	4%	4%	26%	23%	18%	1%	1%
g. Program recognition	16%	28%	16%	9%	9%	8%	0%	0%	8%	0%	12%	16%	9%	9%	5%
h. Public reaction/support	9%	0%	31%	13%	16%	0%	4%	13%	13%	8%	5%	1%	23%	13%	13%
i. School (general) advisory committee support/ involvement	0%	0%	9%	9%	19%	0%	4%	0%	8%	0%	0%	1%	5%	9%	11%
j. Supplies	9%	0%	3%	6%	3%	17%	4%	0%	13%	17%	13%	1%	1%	9%	9%
k. Other	6%	0%	0%	0%	0%	4%	0%	0%	0%	0%	5%	0%	0%	0%	0%

Table 14
Ranking of Benefits to Program
As Perceived By
Exemplary and Replication Administrators

Benefits to Program	Exemplary Administrators n=26 Ranking					Replication Administrators n=21 Ranking					Total Administrators n=47 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Facility management/ adaptation	0%	0%	7%	0%	7%	9%	9%	9%	9%	4%	4%	4%	8%	4%	6%
b. Local industry support	11%	0%	4%	18%	0%	14%	14%	14%	0%	4%	13%	6%	8%	10%	2%
c. Occupational (craft) advisory committee involvement	0%	7%	11%	11%	17%	23%	14%	9%	4%	4%	10%	10%	10%	8%	6%
d. On-site Compliance Review by PDE (if since E/R status)	0%	4%	4%	4%	0%	0%	0%	4%	4%	0%	0%	2%	2%	4%	0%
e. Program publicity	57%	11%	7%	7%	0%	19%	0%	9%	9%	14%	38%	6%	4%	8%	6%
f. Public reaction/support	0%	7%	25%	14%	14%	0%	4%	4%	14%	14%	0%	6%	6%	14%	10%
g. Resource identification	4%	29%	0%	7%	7%	23%	0%	4%	9%	4%	14%	16%	2%	8%	6%
h. Resource management	0%	4%	4%	0%	7%	4%	14%	23%	4%	4%	2%	6%	12%	2%	6%
i. School (general) advisory committee support/ involvement	4%	0%	0%	7%	4%	0%	0%	5%	5%	14%	0%	0%	2%	6%	8%

Table 14 (Con't)
Ranking of Benefits to Program
As Perceived By
Exemplary and Replication Administrators

Benefits to Program	Exemplary Administrators n=26 Ranking					Replication Administrators n=21 Ranking					Total Administrators n=47 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
j. School publicity	11%	25%	29%	7%	11%	14%	10%	10%	10%	5%	13%	18%	20%	8%	8%
k. New equipment purchases	0%	0%	4%	4%	7%	19%	4%	0%	0%	0%	9%	2%	2%	2%	4%
l. Supplies	7%	0%	4%	4%	11%	10%	14%	0%	5%	5%	8%	10%	2%	4%	8%
m. Other	0%	0%	4%	0%	0%	0%	10%	0%	0%	0%	0%	4%	2%	0%	0%

Table 15
Most Important Benefits to Program, by Frequency, As Ranked by Exemplary and Replication Teachers and Administrators

Benefits to Program	Exem. Teachers n=32	Repl. Teachers n=24	Total Teachers n=56	Exem. Admin. n=28	Repl. Admin. n=21	Total Admin. n=49	Total n=105
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
a) Facility management/ adaptation	3(4t)	3(2t)	6(4t)	0(5t)	1(4t)	1(5)	7(4t)
b) Local industry support	0(6)	2(3t)	2(6t)	3(2t)	2(3t)	5(2t)	7(4t)
c) Occupational (craft) advisory committee involvement	2(5t)	1(4)	3(5t)	0(5t)	4(1t)	4(3)	7(4t)
d) On-site Compliance Review by PDE (if since E/R status)	-------- not asked ----------			0(5t)	0(5t)	0(6t)	not ranked
e) New equipment purchases	4(3)	6(1t)	10(2)	0(5t)	3(2t)	3(3t)	13(2)
f) Program print/nonprint resources	2(5t)	0(5t)	2(6t)	-------- not asked -------			not ranked
g) Program publicity	8(1t)	6(1t)	14(1)	16(1)	3(2t)	19(1)	33(1)
h) Program recognition	5(2)	2(3t)	7(3)	-------- not asked -------			not ranked
i) Public reaction/support	3(4t)	0(5t)	3(5t)	0(5t)	0(5t)	0(6t)	3(5t)
j) Resource identification	-------- not asked ----------			1(4t)	4(1t)	5(2t)	not ranked
k) Resource management	-------- not asked ----------			0(5t)	1(4t)	1(5)	not ranked

Table 15 (Con't)
Most Important Benefits to Program, by Frequency, As Ranked by Exemplary and Replication Teachers and Administrators

Benefits to Program	Exem. Teachers n=32	Repl. Teachers n=24	Total Teachers n=56	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=103
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
l. School (general) advisory committee support/ involvement	0(6)	0(7t)	0(7)	1(4t)	0(5t)	1(5)	1(6)
m. School publicity	-------- not asked ----------			3(2t)	2(3t)	5(2t)	not ranked
n. Supplies	3(4t)	3(2t)	6(4t)	2(3)	1(4t)	3(4)	7(3)
o. Other	2(5t)	1(4)	3(5t)	0(5t)	0(5t)	0(6t)	3(5t)

Tables 16, 17, 18, and 19 relate to respondents' perceptions of "Benefits to School" (of Exemplary/Replication status). Table 16 reports reactions to a checklist of benefits to school, as viewed by all four populations. "Board recognition" was seen by all groups except the Replication Administrators as the greatest benefit to the school. This item was selected by 100 percent of the Exemplary Teachers, who gave an equally unequivocal rating to "Statewide recognition." Eighty percent of the Replication Administrators felt that "community relationships" was a benefit to the school. "Other" benefits, as specified by six percent of all respondents (15 percent of the Replication Teachers), were:

- Upgraded to technologically oriented curriculum.
- Could possibly be used by Guidance Department.
- Media involvement.
- Faculty development.

Also included in their responses to "Other" were: "Did not receive any benefits to school"; "Too early to assess"; and "First year in operation -- give us more time."

As seen in Table 17, teachers ranked the importance of the "Benefits to school" that they had checked previously (Table 16). In this exercise, 25 percent of the Exemplary Teachers indicated that "Board recognition" was the most important benefit, while 35 percent of the Replication Teachers felt that "Board recognition" was the most important benefit. This was the combined Exemplary and Replication Teacher choice of the most important benefit, while one-fourth of the teachers saw the most important benefit as "community relationships." "Articulation" was chosen as the most important benefit to the school by 19 percent of the total teacher group.

Table 18 relates administrators' perceptions of the most important benefits to the school. Twenty-seven percent of the Exemplary Administrators felt that "Statewide recognition" appeared as the most important benefit (to 23 percent of this group). Twenty-three percent of Replication Administrators ranked "Board recognition" as "1," but 25 percent selected "Statewide recognition." Thirty-five percent of Replication Administrators placed "community relationships" in the second position.

Table 19 summarizes, by frequency of choice, the selections of all four groups of the ("1") most important benefit to the school; first, second and third, by total group frequency, were "Board recognition," "Statewide recognition," and "local press," respectively.

Table 16
Checklist of Benefits to School, As Perceived By Exemplary and Replication Teachers and Administrators

Benefits to School	Exem. Teachers n=33	Repl. Teachers n=20	Total Teachers n=53	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=99
a. Articulation with other educational agencies	79%	60%	73%	62%	70%	63%	71%
b. Board recognition	100%	85%	96%	85%	75%	71%	88%
c. Community relationships	88%	70%	83%	77%	80%	69%	80%
d. Local press	76%	45%	65%	81%	50%	50%	40%
e. National recognition	36%	15%	29%	19%	5%	12%	21%
f. Statewide recognition	100%	50%	83%	92%	40%	62%	76%
g. Other	3%	15%	7%	3%	5%	4%	6%

Table 17
Ranking of Benefits to School As Perceived By Exemplary and Replication Teachers

Benefits to School	Exemplary Teacher n=33 Ranking					Replication Teacher n=20 Ranking					Total Teacher n=53 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Articulation with other educational agencies	15%	18%	9%	12%	12%	23%	0%	5%	5%	35%	19%	9%	5%	9%	9%
b. Board recognition	25%	27%	6%	24%	12%	35%	30%	20%	10%	0%	30%	29%	13%	19%	7%
c. Community relationships	19%	18%	18%	15%	12%	30%	30%	25%	5%	0%	25%	23%	21%	12%	8%
d. Local press	12%	27%	9%	12%	8%	5%	10%	5%	5%	5%	8%	19%	10%	8%	10%
e. National recognition	3%	6%	6%	9%	9%	1%	0%	0%	5%	5%	2%	5%	4%	8%	8%
f. Statewide recognition	25%	9%	48%	15%	9%	6%	20%	20%	5%	5%	16%	15%	38%	12%	8%
g. Other	1%	0%	0%	0%	3%	1%	0%	0%	0%	5%	1%	0%	0%	0%	5%

Table 18
Ranking of Benefits to School
As Perceived By
Exemplary and Replication Administrators

Benefits to School	Exemplary Administrators n=26 Ranking					Replication Administrators n=21 Ranking					Total Administrators n=47 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Articulation with other educational agencies	12%	15%	19%	8%	15%	14%	20%	5%	5%	5%	13%	17%	12%	6%	10%
b. Board recognition	23%	15%	12%	19%	12%	23%	20%	10%	20%	0%	23%	17%	10%	17%	5%
c. Community relationships	15%	15%	15%	19%	5%	16%	35%	10%	10%	0%	16%	25%	12%	13%	32%
d. Local press	19%	23%	3%	8%	19%	21%	15%	15%	5%	5%	20%	19%	8%	6%	12%
e. National recognition	4%	0%	12%	8%	0%	1%	0%	5%	10%	0%	2%	0%	8%	4%	0%
f. Statewide recognition	27%	19%	35%	23%	8%	25%	0%	15%	10%	10%	26%	15%	23%	15%	7%
g. Other	0%	3%	0%	0%	3%	1%	3%	0%	0%	0%	1%	2%	0%	0%	1%

Table 19
Most Important Benefits to School, by Frequency,
As Ranked by Exemplary and Replication Teachers and Administrators

Benefits to School	Exem. Teachers n=33	Repl. Teachers n=20	Total Teachers n=53	Exem. Admin. n=26	Repl. Admin. n=21	Total Admin. n=47	Total n=100
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
a. Articulation with other educational agencies	3(2)	6(2)	9(2t)	3(3t)	2(5)	5(5)	14(4)
b. Board recognition	9(1t)	8(1)	17(1)	6(1)	4(3)	10(3)	27(1)
c. Community relationships	5(3)	2(3t)	7(4)	3(2)	3(4)	6(4)	13(5)
d. Local press	6(5)	2(3t)	8(3)	6(3t)	5(2)	11(2)	17(3)
e. National recognition	1(6)	1(4t)	2(5)	1(5)	0	1(6)	3(6)
f. Statewide recognition	9(1t)	0	9(2t)	7(4)	6(1)	1(1)	22(2)
g. Other	0(7)	1(4t)	1(6)	0(5)	1(6)	1(6)	2(7)

Dissemination

Tables 20, 21, 22, and 23 report the extent to which other people made inquiries about the funded vocational Exemplary and Replication projects. In Item 2 of the Exemplary Teacher and Administrator and Replication Administrator questionnaires and in Item 3 of the Replication Teacher questionnaire, respondents were asked to indicate the numbers of personal, phone, and mail inquiries they received from Pennsylvania schools or programs and from out-of-state schools and programs during each of the years their vocational education programs held Exemplary Project status.

Tables 20 and 21 report responses regarding inquiries from within Pennsylvania. As shown in Table 20, the frequency of inquiries, as reported by Exemplary Teachers, increased from year to year, with far fewer teachers reporting "zero" inquiries during FY 1986-87. For FY 1986-87, this group (with 33 teachers reporting) showed a total of 303 telephone inquiries and 260 mail inquiries. As shown in Table 21, Exemplary Administrators also reported an increase in the number of Pennsylvania inquiries in 1986-87 over the two preceding years. Administrators, both Exemplary and Replication, were more likely to be contacted personally than by mail or telephone inquiry.

Tables 22 and 23 show the numbers of inquiries received by teachers and administrators from out-of-state schools or programs. Table 22 reports the inquires made of teachers. Although the totals reported appear to be high, particularly regarding personal inquiries, these annual totals reflect teacher appearances at conferences where they were accessible to inquiry as well as inquiries by people who made personal contacts otherwise. Likewise, the Replication Teacher who reported 30 personal contacts in FY 1986-87 included an annotation that she had made a presentation in Columbus, Ohio, to Ohio's Exemplary Program Coordinators.

Table 23 shows the numbers of out-of-state inquiries made to Exemplary and Replication Administrators, as they reported them in the survey questionnaire. None were reported by Replication (only) Administrators. Not surprisingly, Exemplary Administrators were less likely than the Exemplary Teachers to be the recipients of personal, phone, or mail inquiries. Also, the Administrator may be more likely (as was reported by one respondent) to refer inquiries about the Exemplary Program to the Exemplary Program coordinator or teacher.

Table 20
Number of Inquiries Received From Pennsylvania Schools/Programs by Exemplary and Replication Teachers

Number of Inquiries by Fiscal Year	Exemplary Teacher			Replication Teacher		
	Personal	Phone	Mail	Personal	Phone	Mail
1984 - 85:		(n=30)			(n=2)	
0	21	19	21	-	-	-
1-2	2	-	-	-	-	-
3-5	2	4	1	-	-	-
6-10	1	1	4	-	-	-
11-15	1	1	1	-	-	-
16-20	1	-	-	-	-	-
21-30	2	1	1	-	-	-
More than 30	0	1	1	-	-	-
(Actual total reported)	(107)	(70)	(122)	(-)	(-)	(-)
only checked	1	2	1	-	-	-
1985 - 86:		(n=31)			(n=19)	
0	15	13	13	11	14	16
1-2	2	6	3	2	2	1
3-5	5	-	3	3	3	1
6-10	4	4	3	-	-	-
11-15	-	1	2	2	-	-
16-20	1	2	5	-	-	-
21-30	1	3	-	-	-	-
More than 30	2	-	-	-	-	-
(Actual total reported)	(243)	(163)	(158)	(59)	(15)	(10)
only checked	2	2	2	1	1	1
1986 - 87:		(n=35)			(n=20)	
0	5	4	6	9	14	17
1-2	6	10	6	5	3	2
3-5	10	4	8	3	3	1
6-10	6	7	5	3	-	-
11-15	3	2	3	-	-	-
16-20	2	2	-	-	-	-
21-30	1	2	3	-	-	-
More than 30	-	1	1	-	-	-
(Actual total reported)	(214)	(303)	(260)	(43)	(13)	(7)
only checked	2	2	2	-	-	-

Table 21
Number of Inquiries Received From Pennsylvania Schools/Programs by Exemplary and Replication Administrators

	Exemplary Administrator			Replication Administrator		
Number of Inquiries by Fiscal Year	Personal	Phone	Mail	Personal	Phone	Mail
1984 - 85:		(n=15)			(n=15)	
0	12	11	11	13	13	15
1-2	-	-	-	2	2	-
3-5	2	2	1	-	-	-
6-10	-	-	2	-	-	-
11-15	1	2	-	-	-	-
16-20	-	-	1	-	-	-
21-30	-	-	-	-	-	-
More than 30	-	-	-	-	-	-
(Actual total reported)	(23)	(36)	(43)	(2)	(2)	(2)
only checked	-	-	-	-	-	-
1985 - 86:		(n=20)			(n=15)	
0	11	10	13	11	13	15
1-2	4	4	1	3	1	-
3-5	2	2	3	-	-	-
6-10	2	2	3	1	-	-
11-15	-	1	-	-	-	-
16-20	-	-	-	-	-	-
21-30	1	-	-	-	-	-
More than 30	-	-	-	-	-	-
(Actual total reported)	(57)	(42)	(38)	(13)	(2)	(-)
only checked	-	1	-	-	1	-
1986 - 87:		(n=19)			(n=15)	
0	3	3	8	9	10	15
1-2	5	6	3	2	1	-
3-5	7	4	5	1	1	-
6-10	2	5	3	-	-	-
11-15	-	-	-	1	-	-
16-20	2	-	-	-	-	-
21-30	-	-	-	-	-	-
More than 30	-	-	-	-	-	-
(Actual total reported)	(88)	(65)	(47)	(19)	(4)	(-)
only checked	-	1	-	2	3	-

Table 22
Number of Inquiries Received From Out-of-State Schools/Programs by Exemplary and Replication Teachers

	Exemplary Teacher			Replication Teacher		
Number of Inquiries by Fiscal Year	Personal	Phone	Mail	Personal	Phone	Mail
1984 - 85:		(n=24)			(n=9)	
0	21	20	18	9	9	9
1-2	-	1	-	-	-	-
3-5	-	1	2	-	-	-
6-10	-	-	1	-	-	-
11-15	-	-	-	-	-	-
16-20	1	-	-	-	-	-
21-30	1	-	-	-	-	-
More than 30	-	1	1.	-	-	-
(Actual total reported)	(46)	(67)	(131)	(-)	(-)	(-)
only checked	1	1	1	-	-	-
1985 - 86:		(n=24)			(n=10)	
0	20	19	17	8	9	9
1-2	-	-	2	2	-	1
3-5	-	3	1	-	-	-
6-10	1	1	3	-	1	-
11-15	1	-	-	-	-	-
16-20	-	-	-	-	-	-
21-30	1	-	-	-	-	-
More than 30	-	-	-	-	-	-
(Actual total reported)	(50)	(23)	(30)	(3)	(6)	(2)
only checked	1	1	1	-	-	-
1986 - 87:		(n=25)			(n=11)	
0	19	17	15	10	9	11
1-2	2	6	5	-	2	-
3-5	1	1	2	-	-	-
6-10	1	-	1	-	-	-
11-15	-	-	-	-	-	-
16-20	-	-	1	-	-	-
21-30	-	-	-	1	-	-
More than 30	1	-	-	-	-	-
(Actual total reported)	(263)	(13)	(40)	(30)	(3)	(-)
only checked	1	1	1	-	-	-

Table 23
Number of Inquiries Received From Out-of-State
Schools/Programs by Exemplary and Replication Administrators

Number of Inquiries by Fiscal Year	Exemplary Admininstrators			Replication Administrators		
	Personal	Phone	Mail	Personal	Phone	Mail
1984 - 85:		(n=15)			(n=6)	
0	15	13	14	-	-	-
1-2	-	2	-	-	-	-
3-5	-	-	1	-	-	-
6-10	-	-	-	-	-	-
11-15	-	-	-	-	-	-
16-20	-	-	-	-	-	-
21-30	-	-	-	-	-	-
More than 30	-	-	-	-	-	-
(Actual total reported)	(-)	(2)	(3)	(-)	(-)	(-)
1985 - 86:		(n=11)			(n=6)	
0	9	12	9	-	-	-
1-2	-	-	-	-	-	-
3-5	1	1	1	-	-	-
6-10	-	-	1	-	-	-
11-15	1	-	-	-	-	-
16-20	-	-	-	-	-	-
21-30	-	-	-	-	-	-
More than 30	-	-	-	-	-	-
(Actual total reported)	(20)	(3)	(9)	(-)	(-)	(-)
1986 - 87:		(n=10)			(n=6)	
0	10	4	4	6	6	6
1-2	-	6	5	-	-	-
3-5	-	-	1	-	-	-
6-10	-	-	-	-	-	-
11-15	-	-	-	-	-	-
16-20	-	-	-	-	-	-
21-30	-	-	-	-	-	-
More than 30	-	-	-	-	-	-
(Actual total reported)	(-)	(9)	(13)	(-)	(-)	(-)

Tables 24 and 25 reflect Exemplary and Replication Teacher questionnaire items that were designed to elicit tandem information relative to the dissemination of materials from the Exemplary Programs.

Table 24 reports Exemplary Teacher questionnaire Item 3, in which teachers were first asked to place a check mark beside any types of materials or assistance that had been requested by other teachers or schools. About two-thirds of the 34 Exemplary Teachers who responded to this item said they had received requests for "course goals," "curriculum guides," and "descriptive brochures." The most popular items were "descriptive brochures," "task list," "curriculum guide," "total curriculum," and the "planned vocational course," according to the numbers of requests reported.

These teachers were then asked to write the quantity, or total numbers, of the requested materials that were actually disseminated. Descriptive brochures were most likely to be distributed in quantities of 50 or more (7,226 reported as actually disseminated). The greatest frequencies of quantities of course goals disseminated were in the areas of between "1 and 10" and "28 and 100." For other kinds of materials, the greatest concentrations fell in the "1 - 5" and "6 - 10" categories. The total numbers of each kind of material reported as disseminated are also shown in Table 24 as "Total Reported."

Table 25 relates Replication Teachers' responses to their questionnaire Item 4, which asked them to indicate by a check mark the types of materials/assistance they had (a) requested, (b) received, and/or (c) needed but did not receive from their mentor Exemplary Program(s). Of the 24 respondents, only 79 percent said they had requested "descriptive brochures" about their mentor Exemplary Program(s), but 100 percent received them. Seventy-one percent requested a "curriculum guide" and 79 percent received one, and, while only half (50 percent) requested "course goals," 67 percent received them. Ten teachers requested "performance objectives" from a mentor Program: 11 teachers (46 percent of the 24 respondents, or one more teacher than had requested them) received a copy of the mentor Exemplary Program's performance objectives. One teacher who needed them said they were not received. Among other items "needed but not received" were: curriculum guide (one Replication Teacher); equipment list (one teacher); on-site technical assistance (two teachers); planned vocational course (one teacher); task list (one teacher); total curriculum (one teacher); and video tape/slides (one teacher). For all items on the list, though, more teachers reported having received the various items than had actually requested them.

Table 24
Materials Requested and Quantities Disseminated by
Exemplary Program Teachers
(n=34)

Type of Material	Number Checked	Requests Reported		Total Number Disseminated 1-5	6-10	11-25	28-50	51-100	101-500	501-1000	1000+	Total Reported
			(n)	f	f	f	f	f	f	f	f	
a. Course goals	21	44	(21)	6	2	1	5	4	2	1	-	1898
b. Curriculum guide	22	52	(26)	7	8	2	4	2	2	1	-	1683
c. Descriptive brochures	23	204	(25)	3	2	2	2	6	5	4	1	7226
d. Equipment lists	8	4	(7)	4	2	-	-	1	-	-	-	99
e. Performance objectives	18	44	(19)	6	2	3	5	1	2	1	-	1817
f. Planned vocational course	13	46	(13)	5	1	2	3	1	1	1	-	1168
g. Task list	14	58	(19)	7	5	-	2	3	1	1	-	1098
h. Total curriculum	20	47	(18)	7	2	1	4	2	1	1	-	1256
i. Video tape/slides	10	1	(10)	5	2	3	-	-	-	-	-	73
g. Other	2	6*@	(-)	-	-	-	-	-	-	-	-	1750*@

*-Used in P.R. events
-General materials distributed at informational conferences
-Floor plan
-Carrer assessment/awareness information
-Sex equity information
-Worksheet

@-100 sample tests
-1000 recruitment brochures
-500 job acquisiton tests
-150 national conference
-Maps to school (most given at workshops).

Table 25
Types of Materials/Assistance Requested, Received, or Needed But Not Received From Mentor Exemplary Programs by Replication Teachers
(n=24)

Type of Material/Assistance	Reported Requested		Reported Receipt		Needed, But Did Not Receive	
	n		n		n	
a. Course goals	12	50%	16	67%	-	-
b. Curriculum guide	17	71%	19	79%	1	4%
c. Descriptive brochures	19	79%	24	100%	-	-
d. Equipment lists	6	25%	7	29%	1	4%
e. On-site technical assistance	5	21%	6	25%	2	8%
f. Performance objectives	10	42%	11	46%	1	4%
g. Planned vocational course	7	29%	9	38%	1	4%
h. Task list	7	29%	9	38%	1	4%
i. Telephone consultation	10	42%	14	58%	-	-
j. Total curriculum	8	33%	9	38%	1	4%
k. Video tape/slides	4	17%	5	21%	1	4%
l. Other*	3	13%	4	17%	-	-

*-Resource materials used.
-Information on how computer was used for student/employer listing.
-Did new slide presentation.
-Did visit both schools twice each.

Tables 26, 27, 28, and 29 relate how the four populations responded when asked to indicate the annual numbers of formal presentations they had made about their Exemplary and/or Replication projects. The tables are constructed identically, as were the items as they appeared in the four questionnaires to enable ready comparison. (Exemplary Teacher questionnaire Item 4, Replication Teacher questionnaire Item 5, and Item 3 on both Administrator questionnaires.) Each of the four tables shows the number of respondents for each applicable fiscal year, as well as the total number of presentations (of all types) reported for each fiscal year. A value of "one presentation" was assigned for the few respondents who only checked an item rather than recording the actual number; therefore, in reality, the total numbers of formal presentations may have been higher than reported in Tables 26 through 29.

A review of all four tables shows that the total numbers of presentations by Exemplary Teachers (Table 26) and Exemplary Administrators (Table 28) increased greatly over the four-year reporting period. Overall, however, the numbers of respondents who said they had made no formal presentations exceeded the numbers of those who said that they had. Of the 1985-86 Exemplary Teachers, 15 reported presentations at "regional/State meetings, or associations" as compared to 14 who did not appear at these meetings, and in 1986-87, 17 reported such presentations as compared to 16 who did not.

As also shown in Table 26, Exemplary Teachers reported 37 appearances at PVEC during FYs 1984-85, "85-'86, and '86-'87; however, only in 1985-86 did the numbers of PVEC presentations exceed the numbers who did not participate.

Replication Project Teachers (Table 27) and Administrators who had only Replication Projects in their schools (Table 29) were far less likely than Exemplary Program personnel to be involved in making formal presentations about their Projects.

Administrators were asked to report the number of formal presentations they had made to their school boards and/or advisory committees (the only item not included in the teacher questionnaires). Only four Exemplary Program Administrators said they had not made a presentation to either of these groups during FY 1986-87, 16 had made one or two such presentations, and one said that "over 10" (18) such presentations had been made during this period (Table 28).

In a table-by-table review, the first (Table 26) of this set of four reports the formal presentations related by Exemplary Teachers. The numbers of formal presentations increased steadily over the four-year period reported. By FY 1986-87, 33 teachers reported 215 formal presentations, with the greatest numbers of respondents saying that one or two formal presentations were made and 21 respondents indicating that they had made three to five presentations. During 1986-87, eight Exemplary Teachers said each had made from six to ten formal presentations. The 18 teachers who listed presentations to groups other than the selections provided on the questionnaire showed the following as the "other" groups:

In 1984-85, Exemplary Teachers presented to: School Board; school classes; national conference; administrators; two national Displaced Homemakers Network conferences; and Florida State Vocational Education Conference.

In 1985-86, Exemplary Teachers said that they made presentations at: School Board meetings (two teachers); guidance assemblies; counselors; University of Pittsburgh students in Vocational Education; female students in math and science, Washington (PA) High School - assertiveness training/nontraditional career orientation; McKeesport schools, male and female potential dropouts' nontraditional career orientation.

1986-87 presentations reported by Exemplary Teachers were to: Electronics teachers; PAVESNP; REACH; CEC; and national association meeting.

Table 27 shows the number of formal presentations about the Replication Project by Replication Teachers. Although this study was to report about Replication Projects funded during 1984-85 and 1985-86, the teachers provided responses according to the years they perceived the Project to be in effect; e.g., some did not actually receive funding until FY 1986-87 and others may have responded from the perspective that, once funded, their program still maintained Replication status. Table 27 reveals that the relatively few Replication Teachers who made formal presentations about their Projects made only one or two such presentations: none reported having made more than one or two. One teacher, who responded for 1984-85, added under "Other" that she/he had made presentations "for advisory boards." Replication Teachers who responded "Other" for 1985-86 said they had made presentations to: Advisory Committee; District administrators; craft committee; at local School Board; and to junior high students as a help in choosing a potential career.

Table 28 reports the responses of Exemplary Program Administrators. (Again, administrators in this group include those who had both Exemplary and Replication projects in their schools.) Like the Exemplary Teachers, Exemplary Administrators reported a marked increase in the number of 1986-87 presentations (a total of 175) over the preceding years (123 in 1985-86 and only 33 in 1984-85). Also, the frequency of those making more than two presentations a year increased in 1986-87 over the previous year. One Exemplary Administrator reported making 11 formal presentations to community groups and 18 to "Board/advisory committees" in 1985-86, as well as 18 presentations to "Board/advisory committees" in 1986-87. "Other" presentations reported by Exemplary Program Administrators were: a television presentation in each of the fiscal years; and one noted a presentation at a "national conference" in 1985-86. During 1986-87, one person reported presentations at PAVESNP, REACH, and CEC.

In Table 29, Administrators of Replication Projects (no Exemplary Programs) responded for FY 1986-87 as well as for the two designated study years (1984-85 and 1985-86). They showed less involvement during 1986-87 (45 presentations) than in 1985-86, when 55 presentations were made. One Replication Administrator said he had made eight presentations during FYs 1985-86 and 1986-87 at "local professional meetings (associations)" as well as 15 more to "community groups" in 1985-86 and 20 to the "community groups" in 1986-87. Under the "Other" category, two Replication Administrators noted for 1985-86 and 1986-87, respectively, that, "This is my first year" and "1986-87 is first year in operation; give us more time."

Not shown in Tables 26-29 are the grand totals of formal presentations reported for the study years:

Exemplary Teachers	417
Replication Teachers	50
Exemplary Administrators	333
Replication Administrators	105

Table 26
Number of Formal Presentations Made on Exemplary Programs by Exemplary Teachers

	1983-84					1984-85					1985-86					1986-87				
Number Reporting	n= 2					n= 23					n= 29					n= 33				
Total Presentations	3					67					132					215				
Types of Presentations	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10
a. To local teacher groups	-	2	-	-	-	17	5	1	-	-	15	11	3	-	-	22	8	1	2	-
b. At local professional meetings (associations)	-	-	-	-	-	18	2	3	-	-	17	11	1	-	-	19	9	5	-	-
c. At regional/state meetings (associations)	-	-	-	-	-	16	7	-	-	-	14	12	3	-	-	16	12	4	1	-
d. At PVEC (Penna. Voc. Ed. Confrenence)	-	-	-	-	-	13	10	-	-	-	12	17	-	-	-	23	9	1	-	-
e. To community groups	-	-	-	-	-	17	4	2	-	-	20	6	2	-	1	20	6	6	1	-
f. To local employers	-	-	-	-	-	18	3	-	2	-	20	6	2	1	-	19	8	2	3	1
g. To "others"	32	1	-	-	-	21	2	-	-	-	24	3	-	-	2	22	6	3	1	1
Totals		3	-	-	-		33	6	2	-		66	11	1	3		53	21	8	2

Table 27
Number of Formal Presentations Made on Replication Projects by Replication Teachers

	1983-84					1984-85					1985-86					1986-87				
Number Reporting	n= 0					n= 1					n= 20					n= 21				
Total Presentations	0					6					25					19				
Types of Presentations	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10
a. To local teacher groups						1	-	-	-	-	16	4	-	-	-	16	5	-	-	-
b. At local professional meetings (associations)						-	1	-	-	-	16	4	-	-	-	18	3	-	-	-
c. At regional/state meetings (associations)						1	-	-	-	-	19	1	-	-	-	18	3	-	-	-
d. At PVEC (Penna. Voc. Ed. Confrenence)						-	-	-	-	-	20	-	-	-	-	21	-	-	-	-
e. To community groups						-	-	-	-	-	20	-	-	-	-	20	1	-	-	-
f. To local employers						-	-	-	-	-	16	4	-	-	-	18	3	-	-	-
g. To "others"						-	1	-	-	-	15	5	-	-	-	17	4	-	-	-
Totals							2	-	-	-		18	-	-	-		18	-	-	-

Table 28
Number of Formal Presentations Made on School's Exemplary/Replication Program(s) by Exemplary Administrators

	1983-84					1984-85					1985-86					1986-87				
Number Reporting	n= 2					n= 17					n= 23					n= 27				
Total Presentations	2					33					123					175				
Types of Presentations	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10
a. To local teacher groups	2	-	-	-	-	14	3	-	-	-	15	8	-	-	-	12	6	4	1	-
b. At local professional meetings (associations)	2	-	-	-	-	14	2	1	-	-	16	7	-	-	-	14	5	4	-	-
c. At regional/state meetings (associations)	2	-	-	-	-	15	1	1	-	-	18	5	-	-	-	15	7	1	-	-
d. At conferences/ workshops	1	1	-	-	-	14	3	-	-	-	16	6	1	-	-	13	8	2	-	-
e. To community groups	2	-	-	-	-	13	3	1	-	-	16	4	3	-	1	11	6	5	1	-
f. To local employers	2	-	-	-	-	15	2	-	-	-	19	3	1	-	-	14	7	1	1	-
g. To Board/advisory committees	2	-	-	-	-	14	3	-	-	-	12	9	1	-	1	4	16	2	-	1
h. To "others"	-	1	-	-	-	16	1	-	-	-	22	1	-	-	-	22	2	1	-	-
Totals		2	-	-	-		18	3	-	-		43	6	-	2		59	20	2	1

Table 29
Number of Formal Presentations Made on School's Replication Project by Replication Administrators

	1983-84					1984-85					1985-86					1986-87				
Number Reporting	n= 0					n= 2					n= 18					n= 18				
Total Presentations	0					5					55					45				
Types of Presentations	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10	0	1-2	3-5	6-10	over 10
a. To local teacher groups						1	1	-	-	-	15	2	1	-	-	13	5	-	-	-
b. At local professional meetings (associations)						1	1	-	-	-	16	1	-	1	-	16	1	-	1	-
c. At regional/state meetings (associations)						2	-	-	-	-	18	-	-	-	-	18	-	-	-	-
d. At conferences/ workshops						1	1	-	-	-	18	-	-	-	-	18	-	-	-	-
e. To community groups						2	-	-	-	-	16	1	-	-	1	17	-	-	-	1
f. To local employers						2	-	-	-	-	16	-	2	-	-	15	3	-	-	-
g. To Board/advisory committees						-	2	-	-	-	13	5	-	-	-	14	3	1	-	-
h. To "others"						2	-	-	-	-	18	-	-	-	-	18	-	-	-	-
Totals							5	-	-	-		8	3	1	1		12	1	-	1

Table 30 reports responses to an item that appeared only on the Exemplary Teacher questionnaire (Item 5). They were asked to relate, first, the number of visits that were made to their Exemplary Programs by others each year. They were then asked to write the number of visits they had made each year to other sites or schools to tell about their Exemplary Programs.

Site visitations, both to and from Exemplary Programs, were of importance to the dissemination effort. Evidence of this was also (a) cited during the on-site interviews to some of the programs and (b) as appears elsewhere in the data summaries from questionnaire items. PDE funding to both Exemplary Programs and Replication Projects included travel monies that enabled teachers to visit related vocational programs. Thus, to illustrate the extent to which the visitations occurred, the frequency of the Exemplary Teachers' responses are shown in Table 30 according to the year which the teacher-respondents showed as their first funded year.

During 1984-85, one Program that apparently was cited as Exemplary during 1983-84 reported 15 visits by others, another, first funded during 1984-85, reported 17 visits by others. Two other Exemplary Teachers reported large numbers of visits to them during 1985-86, one with 13 visits and one with 17. As the numbers of Exemplary Programs increased yearly, the numbers of visits to the Programs also increased by 1986-87, the 31 Exemplary Teachers who responded to this item showed a total of 150 visits to their Programs, and only four said they had no other. Over this four-year period, 330 visits to Exemplary Programs were reported. Thirteen teachers reported no visitors at all during these four years.

(These totals are not shown in Table 30.)

In the second part of Item 5, Exemplary Teachers indicated that they had made substantially fewer visits to other schools to tell about their Exemplary Programs than others had made to them. Although the number of visits made by Exemplary Teachers to other sites increased each year (a total of 75 visits reported over a three-year period does not appear in Table 30), there was also a total of 35 "no visits" reported; i.e., eight of 11 teachers made no visits during 1984-85; 11 of 22 made no visits during 1985-86; and 16 of 31 teachers reporting for 1986-87 said that they had made no visits to other schools regarding Exemplary Programs.

Table 30
Number of Visits Made To and By Exemplary Program Teachers

Number of Visits by Fiscal Year	Number Visits To Program by Others Frequency by first funding year					Number Visits By Teacher to Others Frequency by first funding year				
	'83-'84	'84-'85	'85-'86	'86-'87	Total	'83-'84	'84-'85	'85-'86	'86-'87	**Total**
1983-84 (n=4):										
0	2	-	-	-	2	-	-	-	-	-
1-2	-	-	-	-	-	-	-	-	-	-
3-5	1	-	-	-	1	-	-	-	-	-
6-10	-	-	-	-	-	-	-	-	-	-
11-20	1	-	-	-	1	-	-	-	-	-
Over 20	-	-	-	-	-	-	-	-	-	-
Actual number visits	(23)	(-)	(-)	(-)	(23)	(-)	(-)	(-)	(-)	**(-)**
1984-85 (n=11):										
0	1	1	-	-	2	3	5	-	-	**8**
1-2	-	-	-	-	-	-	1	-	-	**1**
3-5	2	4	-	-	6	1	1	-	-	**2**
6-10	-	1	-	-	1	-	-	-	-	-
11-20	1	1	-	-	2	-	-	-	-	-
Over 20	-	-	-	-	-	-	-	-	-	-
Actual number visits	(24)	(38)	(-)	(-)	(62)	(4)	(5)	-	-	**(9)**
1985-86 (n=22):										
0	-	1	4	-	5	1	4	6	-	**11**
1-2	1	1	1	-	3	2	3	2	-	**7**
3-5	1	4	3	-	8	1	2	1	-	**4**
6-10	1	3	1	-	5	-	-	-	-	-
11-20	1	-	-	-	1	-	-	-	-	-
Over 20	-	-	-	-	-	-	-	-	-	-
Actual number visits	(29)	(38)	(28)	(-)	(95)	(6)	(12)	(5)	(-)	**(23)**
1986-87 (n=31):										
0	-	2	-	2	4	2	5	6	3	**16**
1-2	1	2	2	2	7	1	3	1	4	**9**
3-5	1	2	5	4	12	1	1	2	-	**4**
6-10	1	2	1	-	4	-	-	1	1	**2**
11-20	1	1	2	-	4	-	-	-	-	-
Over 20	-	-	-	-	-	-	-	-	-	-
Actual number visits	(32)	(36)	(63)	(19)	(150)	(5)	(10)	(17)	(11)	**(43)**

Tables 31, 32, and 33 represent responses to a check-rank item on the questionnaires of Exemplary Teachers (Item 6), Replication Teachers (Item 6), and Exemplary Administrators (Item 7). (Note: The focus of this question was on replication activities, or implementation, as well as on the dissemination of Exemplary Programs. Because of the near sameness of the items on the three questionnaires, the implementation data from Replication Teachers, as shown in Table 32, are included in this section, "Dissemination.")

All three groups were first asked whether they had experienced problems/constraints in dissemination, or replication, activities. Table 31 reports that, of the 88 total item respondents, 59 (or 53 percent) indicated, "No problems/constraints." Of the 41 people (47 percent of the total group) who said, "Yes," they had experienced problems or constraints in dissemination or replication, 18 were Exemplary Program Teachers (38 percent of this group), ten were Replication Project Teachers (38 percent of the Replication Teacher respondents), and 13 were Exemplary Administrators (50 percent of those who responded from this group).

Forty-one percent of the three-group total who indicated "problems/constraints" selected "teacher's time too limited" from a list of possible problems/constraints when asked to check those that applied. Sixty-one percent of the Exemplary Teachers who said there were problems/constraints cited "Other" than the list provided (and, of the total group who had problems/constraints, 37 percent checked "Other"). The following "Others" were specified as:

- Portable video player.

- Teacher aide.
- Release time.
- No classroom release time to assist visitors.
- Extra pay for extra work.
- More money in 3rd or 4th year to update materials.
- Funding inconsistent with other competitive projects.
- Rigidity of budget.
- State technical assistance a problem only since loss of State Coordinator.
- PVEC '87 not encouraging to dissemination.

As with the other two groups, not all of the ten Replication Teachers who said there were problems or constraints in their replication activities elected to complete the item by checking the categories provided in this item. Of those who did, two provided comments as they checked "Other." One said, "Trouble with the computer: much difficulty in the card reader and printer" and "Could not get a computer." The second "Other" was explained by a 1986-87 teacher.

> This year there was a drop in enrollment. In addition, a high percentage of those enrolled were removed from the program throughout the year for disciplinary and/or academic reasons. It has been my most frustrating year since 1981.

Another Replication Teacher provided this comment:

> Excellent administrative support; too disruptive to class/school; funding poor. It is worth the extra work and excellent State technical assistance.

Exemplary Administrators who cited "Other" problems/constraints were most often concerned with funding, as shown in the following:

- Major problem is restrictions on how monies are expended to disseminate.

- Remuneration to Staff--Merit would be rectified next year.
- Inconsistencies with funding guidelines for competitive projects and Exemplary status.
- PDE funds too limited.
- With PVEC not meeting for Exemplary in 1986-87, dissemination reduced.

Tables 32 and 33 show how the 41 respondents who reported problems/constraints in dissemination, or replication, activities, ranked them. The three groups were asked to rank the top five of the descriptors they had checked, with "1" showing the greatest problem/constraint, "2" the next greatest, etc. Table 32 shows the frequency by which the various items were ranked as one through five. The total groups' first choice was "teacher's time too limited" (22 percent).

Table 33 shows the total group's ranking, by frequency of the "1" choices, of the greatest problems/constraints in dissemination (and replication) activities. By this ranking, the five top problems were: 1 - Teacher's time too limited; 2 - Disruptive to class/school; 3 - Not worth the extra work; 4 - Funding; and 5 - Resources too limited.

Table 31

Checklist of Problems/Constraints in Dissemination of Exemplary Program/Replication Activities, as Reported by Exemplary and Replication Teachers and Exemplary Administrators

Problems/Constraints	Exemplary Teacher (n=36)	Replication Teacher (n=26)	Total Teacher (n=62)	Exemplary Administrator (n=26)	Total Group (n=88)
a. No problems/constraints	50% (n=18)	62% (n=16)	55% (n=34)	50% (n=13)	**53% (n=59)**
b. Yes, problems/constraints	50% (n=18)	38% (n=10)	45% (n=28)	50% (n=13)	**47% (n=41)**
Type of problem/constraint:	%	%	%	%	%
a. Administrative support	17	10	14	na	--
b. Local staff support	na	na	--	15	--
c. Difficulty in getting substitute teachers	17	--	11	15	12
d. Disruptive to class/school	28	20	25	31	27
e. Funding	33	--	21	23	22
f. Not worth the extra work	33	--	21	31	24
g. Resources too limited	22	--	14	31	19
h. State technical assistance	17	--	11	8	10
i. Teacher's time too limited	44	40	43	38	41
j. Other	61	20	46	15	37

Note na = not asked

Table 32
Ranking of Problems/Constraints in Dissemination of Exemplary Program or Replication Activities as Reported by Exemplary and Replication Teachers and Exemplary Administrators

Problems/Constraints	Exemplary Teacher n=18 Ranking					Replication Teacher n=10 Ranking					Exemplary Admin. n=13 Ranking					Total Group n=41 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Administrative support	6%	11%	-	-	-	10%	-	-	-	-	-------na--------					5%	5%	-	-	-
b. Local staff support	-------na--------					--------na--------					-	8%	8%	-	-	-----------------				
c. Difficulty in getting substitute teachers	-	6%	6%	-	-	-	-	-	-	-	8%	-	-	8%	-	-	2%	2%	-	-
d. Disruptive to class/ school	17%	6%	6%	-	-	-	20%	-	-	-	15%	-	8%	8%	-	12%	2%	2%	2%	2%
e. Funding	17%	6%	11%	-	-	-	-	-	-	-	15%	8%	-	-	-	12%	2%	5%	7%	-
f. Not worth the extra work	11%	6%	6%	6%	-	-	-	-	-	-	8%	8%	15%	-	-	7%	5%	7%	2%	2%
g. Resources too limited	6%	6%	6%	6%	-	-	-	-	-	-	8%	8%	-	8%	8%	5%	5%	2%	5%	2%
h. State technical assistance	6%	6%	-	-	-	-	-	-	-	-	-	8%	-	-	-	2%	5%	-	-	-
i. Teacher's time too limited	17%	11%	17%	6%	-	40%	-	-	-	-	15%	15%	-	-	8%	22%	10%	7%	2%	2%
j. Other	-	-	-	-	-	20%	-	-	-	-	8%	8%	-	-	-	7%	2%	-	-	-

Note: na = not asked

Table 33
Greatest Problems/Constraints in Dissemination of Exemplary Program/Replication Activities, by Frequency, as Reported by Exemplary and Replication Teachers and Exemplary Administrators

Problems/Constraints	Exemplary Teachers n=18	Replication Teachers n=10	Exemplary Administrators n=13	Total n=41	Total Rank
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	
a. Administrative support	1(3t)	1(3)	- (-)	2(4t)	--
b. Local staff support	- (-)	- (-)	- (-)	- (-)	--
c. Difficulty in getting substitute teachers	- (-)	- (-)	1(2t)	1(5t)	--
d. Disruptive to class/ school	3(1t)	- (-)	2(1t)	5(2t)	2
e. Funding	3(1t)	- (-)	2(2t)	5(2t)	4
f. Not worth the extra work	2(2)	- (-)	1(2t)	3(3t)	3
g. Resources too limited	1(3t)	- (-)	1(2t)	2(4t)	5
h. State technical assistance	1(3t)	- (-)	- (-)	1(5t)	--
i. Teacher's time too limited	3(1t)	4(1)	2(1t)	9(1)	1
j. Other	- (-)	2(2)	1(2t)	3(3t)	--

Note: t=tie

Table 34, Teachers of Exemplary Programs and Replication Projects were asked, in Item 7 of both questionnaires, to describe what they felt to be the MOST effective dissemination procedure (for Exemplary Programs). The following breakout reports the numbers of responses received from Exemplary Project Teachers, by initial funding year (50 total teacher respondents, or 79% of the 63 teacher survey respondents):

1983-84 - 2 of 4 Exemplary Teachers, or 50%;

1984-85 - 9 of 11 Exemplary Teachers (80%), with 10 observations, and 1 of 3 Replication Teachers (33%), with 2 observations;

1985-86 - 9 of 11 Exemplary Teachers (82%), and 20 of 22 Replication Teachers (91%), with 23 observations;

1986-87 - 8 of 11 Exemplary Teachers (73%), and 1 of 1 Replication Teachers.

Table 34 summarizes the categories of responses to Item 7 from the Exemplary and Replication teacher questionnaires. Both groups felt that direct contacts and/or visitations to Exemplary Programs were the most effective procedures for dissemination. (Although it is not indicated on Table 34, 45 percent of the 56 observations by teachers who answered Item 7 were in this category.) More Exemplary Teachers (n=7) considered printed/mailed materials as the most effective dissemination procedure than did Replication Teachers (n=3). The reverse was true for conferences/workshops: Exemplary Teachers (n=6), Replication Teachers (n=9).

TABLE 34

SUMMARY OF TEACHER OBSERVATIONS OF MOST EFFECTIVE DISSEMINATION PROCEDURES, AS REPORTED BY EXEMPLARY AND REPLICATION TEACHERS

	Dissemination Procedure							
Initial Year	Conferences/ Workshops		Direct Contact/ Visitations		Printed/Mailed Materials		Other	
	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.
	f	f	f	f	f	f	f	f
1983-84	2	-	1	-	-	-	-	-
1984-85	2	-	3	1	2	1	3	-
1985-86	2	8	3	11	3	2	-	3
1986-87	-	1	5	-	2	-	1	-
Total	6	9	12	12	7	3	4	3

As will be seen by comparing the preceding Table 34 and the upcoming Table 35, teachers were more likely to state feelings about the most effective procedures for dissemination (56 observations) than they were to list the least effective procedures (36 observations).

In Figures 20 and 21 the verbatim responses of the teachers are shown, as they listed their observations about the most effective dissemination procedures. Figure 20 reports the replies of Exemplary Teachers, and Figure 21 shows the Replication Teachers'responses. Both of these figures follow the same format; i.e., teacher responses are arranged within the same categories in which they are tallied in the preceding Table 34. Responses are annotated according to the initial year of funding in order to show the depth of experience from which the teachers responded.

FIGURE 20

MOST EFFECTIVE DISSEMINATION PROCEDURES, AS PERCEIVED BY EXEMPLARY PROGRAM TEACHERS

Conferences/Workshops

- Kaleidoscope PVA - Presentations through State Department of Education at Indiana University of Pennsylvania and University of Pittsburgh. (1983-84)
- Formal presentations to small groups; time wise, more efficient for me -- no need to repeat myself with each visit. (1983-84)
- I feel that making presentations at conferences, with large amounts of sample materials is the best! My list of competencies has been put into use throughout the state. (1984-85)
- Presentations at vocational conferences--with video assistance and demonstrations. (1984-85)
- Presentations to large and small groups at educational conferences and workshops. (1985-86)
- State and national conferences. (1985-86)

Direct Contact/Visitations

- On-site visits--effective for guests, helpful to see facility and learn how program works in action. (1983-84)
- Individualized visits (where the visitor sits in on my class(es) and then asks questions to get specific materials is very helpful.
- More Exemplary Teachers should allow their visitors to see your interaction with your students. Many of my visitors have commented on this afterwards - and appreciated the opportunity to see how the program works for me. (1984-85)
- Having other teachers, employers, community members, etc., come to visit. The time set aside during visits to share information and answer questions has been most beneficial to me as well as the visitors. Although fewer numbers receive dissemination benefits through this method, the quality of the time involved is mutually beneficial. (1984-85)
- On-site visitations by interested parties--after basic information packet is sent out. (1984-85)

Figure 20 (Continued)

- Presently as structured, time is borrowed from other activities. If time were allotted in the regular teaching schedule to take phone calls, mail materials, conduct personal tours, etc., then this personal involvement would be the most worthwhile activity. (1985-86)
- Personal visitation by qualified personnel who are teaching your specific area. (1985-86)
- On-site visitation to other schools and having other teachers come to our school. (1985-86)
- In my specialized area of forest technology, to date I have found the on-site visit to be the most effective dissemination procedure! (1986-87)
- Most effective--personal contacts. Also, by mailing packets of requested information. (1986-87)
- On-site visits. Teachers can see shop in operation and see its effectiveness in teaching. (1986-87)
- Visitation by classroom teacher to exemplary site and contact with teacher (personal). (1986-87)
- Both visits to the site and presentations with many materials available to the attendees seemed most effective. (1986-87)

Printed/Mailed Materials

- Distributing the training manual that I developed with Exemplary money. (1984-85)
- Statewide educational newspaper. (1984-85)
- Sharing curriculum materials with those who request them. (1985-86)
- Mail materials to schools requesting same. (1985-86)
- Pennsylvania Bulletin was my best source. (1985-86)
- At this point, mail. (1986-87)
- Mail total curriculum. (1986-87)

Other

- Videotape productions to guidance program and school career offerings. (1984-85)

Figure 20 (Continued)

- To date, Lehigh Valley, McKeesport and Western Area Vo-Techs have replicated my (Welding) program. All three schools were happy with the replication process. (1984-85)
- Exemplary program is good--needs more support both local and State. (1984-85)
- Videotape and slides. (1986-87)

Figure 21 relates the verbatim responses of Replication Teachers as they indicated their perceptions of the most effective dissemination procedures.

FIGURE 21

MOST EFFECTIVE DISSEMINATION PROCEDURES, AS PERCEIVED BY REPLICATION PROJECT TEACHERS

Conferences/Workshops

- Presentations at workshops. (1985-86)
- Presentation by State Representative ([illegible] Blyler) at Vocational Cooperative Education Conference--had a chance to ask questions.
- TEAP Conference in November. (1985-86)
- Speaking to groups (civic groups, business organizations, advisory committees, etc.)
- The teachers themselves must convey the benefits to colleagues, especially through regular workshops. To those teachers not allowed to attend, their schools probably would not foster an exemplary program in that area. (1985-86)
- Technical technological update seminars related to specific trade area/subject area. (1985-86)
- Workshops sponsored by universities (i.e., Pitt, Penn State, Temple) relating to curriculum development, teacher testing, or any other subject areas where groups of instructors with the same trade area are together for a common purpose. (1985-86)
- Presentations at workshops and peer groups. (1985-86)
- Speaking to groups. (1985-86)

Direct Contact/Visitations

- Phone/personal consultations. (1984-85)
- Word-of-mouth and assistance of the Regional Coordinators. (1985-86)
- Visitations for one complete day was fantastic! (1985-86)
- To the individual replicating? I feel the most effective dissemination is visiting the school and program to be replicated, talking with the instructor, and viewing the program in action. (1985-86)
- On-site visits to Exemplary Program school. (19895-86)

Figure 21 (Continued)

- Talking to local groups of educators who might have an interest in Career Education. (1985-86)
- On-site visits and presentations. (1985-86)
- Visiting Exemplary Programs--face-to-face contact. (1985-86)
- On-site visitations. (1985-86)
- Teachers who have Exemplary Programs, accompanied by a State representative, to visit local schools to discuss with local teachers the merits and mode of operation of the Exemplary Program. However, mentors must come through with commitments. (1985-86)
- Speaking to groups. (1986-87)

Printed/Mailed Materials

- Sharing of public relations, curriculum, organizational/ administrative procedures and materials. (1984-85)
- Publication of the list with brief description in the vocational guide for each year. (1985-86)
- Direct mailing to all teachers who may have a need/desire to use what the Exemplary Program has to offer. (1985-86)

Other

- Through a central organization; i.e., Department of Vocational Education, University of Pittsburgh. (1985-86)
- Tell teachers in districts as well as administrators; some teachers are not aware such a program exists. (1985-86)
- Excellent source of funding to update our programs. Without funds, many additions to program would not have been possible. (1985-86)

Table 35, Item 8 of the Exemplary Program Teacher questionnaire and Item 8 of the Replication Project Teacher questionnaire asked for the same information; i.e., both groups of teachers were asked to describe what they felt to be the LEAST effective dissemination procedure (for Exemplary Programs). Responses to this item were reviewed, first, according to the initial year of the Exemplary Program and by funding year of Replication Projects. Forty-eight teachers (76% of the 63 teacher respondents) answered Item 8:

1983-84 - 2 of 4 Exemplary Teachers, or 50%;

1984-85 - 8 of 11 Exemplary Teachers (73%) and 0 of 3 Replication Teachers;

1985-86 - 6 of 11 Exemplary Teachers (55%) and 15 of 22 Replications Teachers (68%);

1986-87 - 7 of 11 Exemplary Teachers (64%) and 0 of 1 Replication Teachers.

Table 35 summarizes the categories of responses to Item 8 of the Exemplary and Replication Teacher questionnaires, showing that Exemplary Teachers were about evenly divided in finding phone contacts (n=7) and mailed/print materials (n=8) the least effective dissemination procedure. Replication Teachers were most likely to find print/mailed information the least effective procedure, with 10 of the 15 respondents (67%) finding this method to be the least satisfactory.

TABLE 35

SUMMARY OF TEACHER OBSERVATIONS OF LEAST EFFECTIVE DISSEMINATION PROCEDURES, AS REPORTED BY EXEMPLARY AND REPLICATION TEACHERS

	Dissemination Procedure							
Initial Year	Phone Contacts Ex.	Rep.	Print/Mail Materials Ex.	Rep.	Personal Visits Ex.	Rep.	Other Ex.	Rep.
	f	f	f	f	f	f	f	f
1983-84	-	-	-	-	-	-	2	-
1984-85	2	-	3	-	1	-	2	-
1985-86	1	2	3	10	1	-	-	3
1986-87	4	-	2	-	-	-	1	-
Total	7	2	8	10	2	-	5	3

In Figures 22 and 23, the verbatim responses of the teachers can be examined as they responded to Item 8 of their respective questionnaires: Figure 22 relates the responses of Exemplary Teachers, and Figure 23 contains Replication Project teachers'responses, showing teacher perceptions of the least effective dissemination procedures within categories summarized in the preceding table (Table 35).

In Figure 22, responses of Exemplary Program Teachers, in addition to being contained in categories, are annotated according to initial year of dissemination funding in order to show the depth of their experiences which formulated their responses.

FIGURE 22

LEAST EFFECTIVE DISSEMINATION PROCEDURES, AS PERCEIVED BY EXEMPLARY PROGRAM TEACHERS

Phone Contacts

- Phone conversations: suggest more visits. (1984-85)
- Someone calling to receive information to copy without knowing or seeing program. (1984-85)
- Phone calls to and from other schools. (1985-86)
- Phone calls. (1986-87)
- Phone calls. (1986-87)
- Phone calls. (1986-87)
- Telephone by classroom teacher or administrator to exemplary site without classroom teacher.

Printed/Mailed Materials

- I dislike sending a lot of material to people who have NOT been to my school to observe my program. You would be amazed at how many things people want handed to them--without explanation or clarification (so they can put it on a shelf somewhere). I want them to use it. (1984-85)

Figure 22 (Continued)

- Most all dissemination activities have been beneficial in one way or another. The only one that didn't seem to result in much feedback was a mailing done (our brochure with letter) to all districts in IU 15 and 16. (1984-85)
- Sending information in the mail. (1984-85)
- A letter. (1985-86)
- Mailing of curriculum materials (printed material) only. (1985-86)
- Trying to send out material without knowing the type of class being taught. (1985-86)
- Bulk mailings. (1986-87)
- Letters of request followed by mailed information. Much interaction takes place when individuals at least telephone for information.

Personal Visits

- Visiting other programs. It is better if they visit my program. (1984-85)
- Visits by others to my school. It ties up too much time. (1985-86)

Other

- Kaleidoscope - PVEC. (1983-84)
- Slide tape program. (1983-84)
- A lot more needs to be done on the instructor level to let them know about the Exemplary/Replication Program. It seems to be the best kept secret in Vocational Education. (1984-85)
- Giving too much money to a replication grant to only have one year to spend. (1984-85)
- I feel every effort we made was at least somewhat effective. You go with what people ask! (1986-87)

As in the preceding figure, Figure 23 also cites the perceptions of teachers - this time Replication Project Teachers - regarding the least effective dissemination procedure, detailing the summarization presented in Table 35. As was shown in Table 35, only Replication Project Teachers whose projects were funded in 1985-86 entered data in response to this item (Item 8, Replication Teacher).

FIGURE 23

LEAST EFFECTIVE DISSEMINATION PROCEDURES, AS PERCEIVED BY REPLICATION PROJECT TEACHERS

Phone Contacts

- I felt all the dissemination procedures were effective to some degree. Perhaps the least effective is information received through telephone conversation. (1985-86)

- Telephone consultation (although) all methods are of some value. (1985-86)

Printed/Mailed Materials

- Reading about it in journals or papers. (1985-86)
- Mailings. (1985-86)

- Administrative mailings only. (1985-86)

- Written mailings--Least likely to be read and utilized. (1985-86)

- Mailed written materials. (1985-86)

- Brochures. (1985-86)

- Word-of-mouth and some printed materials. By word-of-mouth, information tends to become confusing and distorted. Some printed materials also confusing and misleading. (1985-86)

- Newspaper, magazine articles about exemplary programs. (1985-86)

- Announcements in the Pennsylvania Bulletin, and printed brochures; however, they do serve their purpose when printed in brief form and sent to all schools in Pennsylvania. (1985-86)

- Printed materials. (1985-86)

Other

- Word of mouth. (1985-86)

- Through other teachers in school. (1985-86)

- Just dissemination funding information to administrators or Federal vocational education coordinators. The actual teachers themselves must know how their programs can benefit. (1985-86)

Motivation/Support

Tables 36 through 40 were derived from a near-parallel item that appeared in all four questionnaires in which the question was asked, "How did you find out about the Exemplary Program project?" Item 9 in Exemplary and Replication Teacher questionnaires and Item 4 in both Administrator questionnaires asked respondents to, first, check all items that applied to them. These responses are shown in Tables 36 and 37. The three subsequent tables (Tables 38, 39, and 40) show how the groups ranked the items they had checked in the order of their importance to the decision to pursue Exemplary, or Replication, status.

As shown in Table 36, 60 percent of all teacher respondents said they found out about the Exemplary Program Project in connection with their "personal desire to improve (their) program." This motivational factor was particularly evident in the responses of Replication Teachers, 79 percent of whom checked this statement. The next highest all-teacher response was "direct contact from PDE/BVAE staff" (57 percent of all teachers), followed by "correspondence from PDE's Bureau of Vocational and Adult Education" (45 percent of all teachers and 50 percent of Exemplary Teachers). Sixty-seven percent of the Replication Teachers checked "visit to an Exemplary Program." "School administrators" were an information choice checked by 29 percent of all teachers.

As shown in Table 37, the total administrator response revealed that 52 percent found out about the Exemplary Program Project through "direct contact from PDE/BVAE staff," and 67 percent of Exemplary Administrators checked this item. The next highest Administrator response was "correspondence from PDE's BVAE "(50 percent of Exemplary Administrators, 41 percent of Replication Administrators, and 46 percent of all Administrators). Replication Administrators also said they found out about the Replication Project through a "teacher who wanted to apply" (41 percent) and a "visit to an Exemplary Program" (36 percent).

Tables 38 and 39 show how teachers and administrators ranked the "top five" of those items they had checked as information sources in terms of their importance to the decision to pursue Exemplary Project status.

In Table 38, teachers affirm the motivational influences of their "personal desires to improve their programs," with an overall ranking as "1" by 29 percent of all teachers and by 50 percent of Replication Teachers. This item was closely followed by "direct contact from PDE/BVAE staff" (28 percent of all teachers). Thirty-eight percent of the Replication Teachers credited "school administrators" as the number "1" influence.

Table 39 shows that "direct contact from PDE/BVAE staff" was the greatest ("1") influence on Administrators' pursuit of Exemplary/Replication status, as ranked by 54 percent of the Exemplary Program Administrators and 39 percent of both groups. "Teacher who wanted to apply" received the second highest number of votes (28 percent) as the most important influence on the decision to apply for Exemplary or Replication status.

Table 40 summarizes the rankings of all teachers and administrators. This table shows the "most important" selections of all four groups by frequency of "1" selections and by ranking. The total ranking shows that 34 of the 104 item respondents chose "direct contact from PDE (BVAE)" as the most important influence in the school or program's decision to pursue Exemplary/Replication status. A combination of three related items on this table from the teacher and administrator questionnaires placed "school administrators" and "school supervisory staff" (from the teacher questionnaires) and "school administrative/supervisory staff" (from the administrators' questionnaires) in the second-place position as the most important influence, with a combined frequency of 27. A similar bonding was used in combining "personal desire to improve program" (from the teacher questionnaire) with "teacher who wanted to apply" (administrator questionnaire). This yielded an overall frequency of 20 and a third-place ranking.

Table 36
Checklist of Information Sources Regarding Pennsylvania's
Exemplary Program/Replication Project, as Reported By
By Exemplary and Replication Teachers

Sources of Information	Exemplary Teachers n=34	Replication Teachers n=24	Total Teachers n=58
a. Correspondence from PDE's BVAE	50%	38%	45%
b. Direct contact from PDE/BVAE staff	59%	54%	57%
c. Direct contact from BVAE Regional Consultant	18%	8%	14%
d. Information mailed by Exemplary Program Teacher	6%	29%	16%
e. Local professional meetings (associations)	6%	17%	10%
f. Occupational (craft) advisory committee	-	-	-
g. Other teacher(s) in your school	18%	-	10%
h. "Pennsylvania Bulletin"	15%	25%	19%
i. Personal desire to improve program	47%	79%	60%
j. Personal inquiry to PDE/BVAE	15%	38%	24%
k. PVEC presentation/displays	18%	9%	14%
l. Regional/state professional meetings (associations)	18%	20%	19%

Table 36 (Con't)
Checklist of Information Sources Regarding Pennsylvania's Exemplary Program/Replication Project, as Reported By By Exemplary and Replication Teachers

Sources of Information	Exemplary Teachers n=34	Replication Teachers n=24	Total Teachers n=58
m. School administrators	29%	29%	29%
n. School supervisory staff	29%	-	17%
o. Visit to an Exemplary Program	6%	67%	31%
p. Visit from Exemplary Program Teacher	6%	8%	7%
q. Other*	6%	-	3%

*-Asked to write standards for Single Parent/Homemaker: conversation with others.
-Personal friend who had an Exemplary Program.

Table 37
Checklist of Information Sources Regarding Pennsylvania's Exemplary Program/Replication Project, as Reported By By Exemplary and Replication Administrators

Sources of Information	Exemplary Administrators n=24	Replication Administrators n=22	Total Administrators n=46
a. Annual Funding Guidelines (PDE)	28%	36%	30%
b. Correspondence from PDE's BVAE	50%	41%	46%
c. Direct contact from PDE/BVAE staff	67%	36%	52%
d. Direct contact from BVAE Regional Consultant	21%	22%	22%
e. Individual conversations with other administrators	25%	18%	22%
f. Intermediate Unit Personnel	8%	-	4%
g. Information mailed by Exemplary Program Teacher	4%	9%	7%
h. Local professional meetings (associations)	16%	18%	17%
i. Occupational (craft) advisory committee	4%	-	2%
j. "Pennsylvania Bulletin"	16%	5%	11%
k. Personal inquiry to PDE/BVAE	8%	14%	11%
l. PVEC presentation/displays	25%	18%	21%
m. Regional/state professional meetings (associations)	8%	23%	15%

Table 37 (con't)
Checklist of Information Sources Regarding Pennsylvania's Exemplary Program/Replication Project, as Reported By By Exemplary and Replication Administrators

Sources of Information	Exemplary Administrators n=24	Replication Administrators n=22	Total Administrators n=46
n. School general advisory committee	4%	-	2%
o. School supervisory/administrative staff	29%	14%	21%
p. Teacher wanted to apply	21%	41%	28%
q. Teacher(s) in your school% other than those who applied	-	5%	2%
r. Visit to Exemplary program(s)	-	36%	5%
s. Visit from Exemplary program teacher(s)	4%	18%	11%
t. Other	-	-	-

Comments: -Previous Guidance Coordinator received the award and I therefore only assumed from him.
-Was asked to write exemplary guidlines for Displaced Homemaker programs.

Table 38
Ranking of Importance of Information Sources To Decision to Pursue Exemplary Program/Replication Status, as Reported by Exemplary and Replication Teachers

Sources Important to Decision to Apply	Exemplary Teacher n=34 Ranking					Replication Teacher n=24 Ranking					Total Teacher n=58 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Correspondence from PDE's BVAE	9%	3%	12%	3%	6%	17%	17%	29%	4%	17%	12%	9%	19%	3%	10%
b. Direct contact from PDE/BVAE staff	29%	-	9%	6%	3%	25%	[illegible]	21%	13%	4%	28%	7%	14%	9%	3%
c. Direct contact from BVAE Regional Consultant	3%	3%	6%	-	-	4%	29%	17%	-	-	3%	7%	7%	-	-
d. Information mailed by Exemplary Program Teacher	-	-	-	3%	3%	4%	4%	8%	8%	4%	2%	2%	3%	7%	5%
e. Local professional meetings (associations)		-	-	3%	3%	4%	8%	4%	4%	4%	2%	3%	2%	3%	3%
f. Occupational (craft) advisory committee	-	-	-	-						-	-		-	-	-
g. Other teacher(s) in your school	6%	-	-	3%		13%	-		4%		[illegible]			3%	-
h. "Pennsylvania Bulletin"	3%	-	-	3%	3%	4%	4%	13%	8%	4%	5%	2%	5%	5%	3%
i. Personal desire to improve program	14%	6%	18%	9%	3%	50%	13%	25%	17%	13%	29%	9%	21%	12%	7%

Table 38 (Con't)
Ranking of Importance of Information Sources To Decision to Pursue
Exemplary Program/Replication Status, as Reported by
Exemplary and Replication Teachers

Sources Important to Decision to Apply	Exemplary Teacher n=34 Ranking					Replication Teacher n=24 Ranking					Total Teacher n=58 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
j. Personal inquiry to PDE/BVAE	-	-	6%	3%	6%	8%	13%	8%	17%	13%	3%	5%	7%	9%	9%
k. PVEC presentation/ displays	-	-	9%	3%	6%	-	-	17%	4%	13%	-	-	12%	3%	9%
l. Regional/state professional meetings (associations)	18%	-	9%	9%	-	-	21%	17%	8%	-		14%	12%	3%	-
m. School administrators	15%	12%	3%	-	-	38%	25%	8%	-	-	24%	17%	5%	-	-
n. School supervisory staff	9%	-	9%	3%	-	13%	-	13%	8%	-	10%	-	10%	3%	-
o. Visit to an Exemplary Program		-	3%	3%	-		17%	17%	21%	21%		7%	9%	10%	9%
p. Visit from Exemplary Program Teacher	-	-	6%	-	-			13%		13%			9%	-	5%
q. Other	-	-	3%	3%	-			4%	4%	4%			3%	3%	2%

Table 39

Ranking of Importance of Information Sources To Decision to Pursue Exemplary Program/Replication Status, as Reported by Exemplary and Replication Administrators

Sources Important to Decision to Apply	Exemplary Administrator n=24 Ranking					Replication Administrator n=22 Ranking					Total Administrator n=46 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Annual Funding Guidelines (PDE)	13%	-	8%	-	4%	27%	9%	14%	-	14%	19%	4%	11%	- .	9%
b. Correspondence from PDE's BVAE	4%	21%	17%	4%	4%	5%	50%	27%	23%	14%	4%	33%	13%	11%	9%
c. Direct contact from PDE/ BVAE staff	54%	13%	-	-	-	23%	23%	9%	9%	-	39%	17%	4%	4%	-
d. Direct contact from BVAE Regional Consultant	8%	-	8%	-	-	9%	5%	18%	-	14%	9%	2%	13%	-	6%
e. Individual conversations with other administrators	4%	4%	8%	4%	4%	5%	5%	27%	5%	5%	4%	4%	17%	4%	4%
f. Intermediate Unit Personnel	-	4%	-	-	4%	-	5%	5%	5%	5%		4%	2%	2%	4%
g. Information mailed by **Exemplary Program** Teacher	-	-	-	4%	-	-		-	5%	-	-	-	-	4%	-
h. Local professional meetings (associations)	4%	-	4%	4%	4%	9%	14%	5%	5%	5%	6%	6%	4%	4%	4%

Table 39 (Con't)
Ranking of Importance of Information Sources To Decision to Pursue Exemplary Program/Replication Status, as Reported by Exemplary and Replication Administrators

Sources Important to Decision to Apply	Exemplary Administrator n=24 Ranking					Replication Administrator n=22 Ranking					Total Administrator n=46 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
i. Occupational (craft) advisory committee	-	-	-	4%	-	5%	-	-	5%	-	2%	-	-	4%	-
j. "Pennsylvania Bulletin"	-	4%	4%	4%	4%	-	5%	5%	5%	9%	-	4%	4%	4%	6%
k. Personal inquiry to PDE/ BVAE	-	4%	-	4%	4%	9%	5%	5%	5%	-	4%	4%	2%	4%	-
l. PVEC presentation/ displays	-	4%	4%	8%	8%	9%	9%	9%	9%	9%	4%	6%	6%	9%	9%
m. Regional/state professional meetings (associations)	-	-	-	4%	-	-	14%	-	14%	-	-	6%	2%	6%	11%
n. School general advisory committee	-	-	4%	-	-	-	-	5%	-	-	-	-	4%	-	-
o. School supervisory/ administrative staff	13%	8%	4%	-	4%	18%	14%	5%	-	9%	15%	11%	4%	-	6%
p. Teacher wanted to apply	21%	-	-	-	-	36%	23%	-	5%	-	28%	11%	-	2%	-
q. Teacher(s) in your school, other than those who applied	-	-	-	-	4%	5%	-	-	-	-	2%	-	-	-	-
r. Visit to Exemplary	-	-	-	-	-	14%	5	9	9	-	6%	2%	4%	4%	-
s. Visit from Exemplary program teacher(s)	-	-	-	-	-	-	5%	5%	5%	5%	-	2%	2%	2%	2%
t. Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 40
Most Important Sources of Information Influencing Decision to Pursue Exemplary Program/Replication Status, by Frequency, Exemplary and Replication Teachers and Administrators

Source of Information Influencing Decision To Apply	Exem. Teachers n=34	Repl. Teachers n=24	Total Teachers n=58	Exem. Admin. n=24	Repl. Admin. n=22	Total Admin. n=46	Total n=104
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
a. Annual PDE Funding Guidelines	na	na	-	3(3t)	6(2)	9(3)	-
b. Correspondence from PDE /BVAE	3(3t)	4(4)	7(4)	1(5t)	1(7t)	2(7t)	9(4)
c. Direct contact from PDE	10(1)	6(3)	16(2)	13(1)	5(3)	18(1)	34(1)
d. Direct contact from BVAE Regional Consultant	1(5t)	1(7t)	2	2(4t)	2(6t)	4(5)	6(5t)
e. Information mailed by Exemplary teacher	-	1(7t)	1	-	-	-	1(10t)
f. Conversation with other administrator(s)	na	na	-	1(5t)	1(7t)	2(7t)	-
g. Intermediate Unit personnel	na	na	-	-	-	-	-
h. Local professional meetings (associations)	-	1(7t)	1	1(5t)	2(6t)	3(6t)	6(5t)
i. Occupational (craft) advisory committee	-	-	-	-	1(7t)	1	1(10t)
j. "Pennsylvania Bulletin"	1(5t)	2(6t)	3	-	-	-	3(8)

Note: na = not asked
t = tie

Table 40 (Con't)
Most Important Sources of Information Influencing Decision to Pursue
Exemplary Program/Replication Status, by Frequency,
Exemplary and Replication Teachers and Administrators

Source of Information Influencing Decision To Apply	Exem. Teachers n=34	Repl. Teachers n=24	Total Teachers n=58	Exem. Admin. n=24	Repl. Admin. n=22	Total Admin. n=46	Total n=104
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
k. Personal desire to improve program	5(2t)	12(1)	17(1)	na	na	-	20(3)
l. Teacher who wanted to apply	na	na	-	5(2)	8(1)	13(2)	
m. Personal inquiry to PDE/ BVAE	-	2(6t)	2	-	2(6t)	2(7t)	4(7)
n. PVEC presentation/displays	-	-	-	-	2(6t)	2(7t)	2(9)
o. Regional/state professional meetings (associations)	-	-	-	-	-	-	-
p. School administrators	5(2t)	9(2)	14(3)	na	na	-	27(2)
q. School supervisory staff	3(3t)	3(5)	6(5)	na	na	-	
r. School administrative/ supervisory staff	na	na	-	3(3t)	4(4)	7(4)	

Note: na = not asked
t = tie

Table 40 (Con't)
Most Important Sources of Information Influencing Decision to Pursue Exemplary Program/Replication Status, by Frequency, Exemplary and Replication Teachers and Administrators

Source of Information Influencing Decision To Apply	Exem. Teachers n=34	Repl. Teachers n=24	Total Teachers n=58	Exem. Admin. n=24	Repl. Admin. n=22	Total Admin. n=46	Total n=104
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
s. School general advisory committee	na	na	-	-	-	-	-
t. Other teachers in your school	2(4t)	2(6t)	4	na	na	-	5(6)
u. Teachers in your school other than those who applied	na	na	-	-	1(7t)	1(8t)	
v. Visit to Exemplary Program(s)	-	-	-	-	3(5)	3(6t)	3(8)
w. Visit from Exemplary Program Teacher	-	-	-	-	-	-	-
x. Other	-	-	-	-	-	-	-

Note: na = not asked
t = tie

Tables 41, 42, and 43 show how teachers reported the support they received as they implemented their Exemplary dissemination and Replication projects.

Table 41 shows, first, the percentages of Exemplary Teachers who responded to checklist items relative to agencies and individuals who helped them in the dissemination of their Exemplary Programs (Exemplary Teacher questionnaire Item 11). They were asked to "check all that apply." "Local administration" was checked by 69 percent of the respondents. Those who received the next highest credits were "counselors" and "other teachers" (38 percent, each) and "local supervisory staff" (34 percent of the respondents). Thirty-one percent indicated that "PDE (BVAE) Regional Consultants" provided dissemination assistance, and 31 percent also cited "Other." Of the "Other," five write-in responses applied to BVAE State staff who had assisted them. (If calculated, on the basis of the 29 respondents, this constitutes 17 percent.)

Table 42 reports how Replication Teachers responded to the list of agencies/groups that might have provided planning or implementation assistance. Their list contained an item not included in the Exemplary Teacher questionnaire, "Mentor Exemplary Program teacher," which was checked by 76 percent of the Replication Teacher respondents. Their second highest response was to "local administration" (72 percent), echoing the experience reported by Exemplary Program Teachers, as shown in Table 41. Where only 24 percent of the Exemplary Teachers had checked "advisory committee," 56 percent of the Replication Teachers credited their advisory committee as having provided planning/implementation assistance. When asked to rank the items they had checked, however, "advisory committee" fell most often in the "3" position (by 28 percent). The "mentor Exemplary Program teacher" was most often selected as the most important of the items ranked (52 percent). "Local administration" was second (28 percent) in the "1" choices as well as the most frequently rated as "2" (24 percent). These data were derived from Item 11 of the Replication Teacher questionnaire.

Table 43 reports the rankings of both teacher groups according to their number "1" selections. By frequency, 11 Exemplary Teachers rated "local administration" as their first choice as the most important aid to the dissemination effort, while 13 Replication Teachers ranked "mentor Exemplary Program teacher" as "1." The combined teacher rating of the number "1" aid was "local administrator." "Mentor Exemplary Program teacher" was carried over into the total because of the high number of "1" ratings, which put it into the position of the second most important aid.

Because of the lack of clear differentiation in the rankings of "1" for the remainder of the possible selections, Table 43 carries an extra column which shows the total frequencies of all items that the total teacher group ranked as "1, 2, 3, 4, or 5." By this process, the top five aids to planning/implementation were:

1 - Local administration.
2 - Advisory committee.
3 - Mentor Exemplary Program teacher.
4 - PDE (BVAE) Regional Consultant(s).
5 - Local supervisory staff, and other teachers (tie).

This method shows the diverse experiences of the respondents.

Table 41
Checklist and Ranking of Effectiveness of Dissemination Assistance
Provided to Exemplary Programs, as Reported by
Exemplary Program Teachers
(n=29)

Agency/Group Providing Dissemination Assistance	Checked n=29	Ranking (n=24)				
		1	2	3	4	5
a. Advisory committee	24%	-	8%	4%	13%	4%
b. Ben Franklin Partnership	-	-	-	-	-	-
c. Community	24%	8%	-	8%	8%	4%
d. Counselors	38%	8%	4%	13%	[illegible]	3%
e. Intermediate Unit	10%	-	4%	-	4%	4%
f. JTPA/PIC	14%	4%	-	-	2%	4%
g. Local administration	69%	46%	21%	8%	-	8%
h. Local employers	14%	-	4%	4%	-	8%
i. Local supervisory staff	34%	4%	6%	-	-	-
j. Other teachers	38%	4%	17%	13%	8%	-
k. PDE (BVAE) Regional Consultant(s)	31%	13%	-	17%	4%	4%
l. Other *	31%		-	-	-	4%

*-E.E. Blyler (PDE)
-Vernon Register (PDE)
-PCVEA Conference
-Teacher of the program
-BVAE State level (n=3)
-Students
-IUP

Table 42

Checklist and Ranking of Effectiveness of Planning and Implementation Assistance Provided to Replication Projects, as Reported by Replication Project Teachers (n=25)

Agency/Group Providing Planning/Implementation Assistance	Checked n=25	Ranking 1	2	3	4	5
a. Advisory Committee	56%	4%	4%	28%	12%	4%
b. Ben Franklin Partnership	–	–	–	–	–	–
c. Community	12%	–	4%	4%	–	4%
d. Counselors	12%		4%	8%	–	–
e. Intermediate Unit	–	–	–		–	–
f. JTPA/PIC	–	–	–	–	–	–
g. Local administration	72%	28%	24%	4%	16%	–
h. Local employers	20%	–	16%	4%	–	–
i. Local supervisory staff	24%	4%	12%	8%	–	–
j. Mentor Exemplary Program teacher	76%	52%	8%	16%	–	–
k. Other teacher	24%	–	4%	8%	8%	4%
l. PDE (BVAE) Regional Consultant(s)	32%	12%	12%	8%	–	–
m. Other *	8	–	4%	–	–	–

*-State (Butch Blyler, Vernon Register)

- Plan to use additional groups/individuals year as I try to implement more of the Replication project.

Table 43
Most Important Aid to Exemplary Program Dissemination and Replication Project Planning/Implementation, as Reported by Exemplary and Replication Teachers
(n=49)

Agency/Group Providing Aid	Exemplary Teachers n=25	Replication Teachers n=24	Total n=49	Total F of Ranking
	F(Rank)	F(Rank)	F(Rank)	F(Rank)
a. Advisory committee	-	1(4t)	1(6t.	20(2)
b. Ben Franklin Partnership	-	-	-	-
c. Community	2(4t)		2(5t)	10(7)
d. Counselors	2(4t)	-	2(5t)	14(6)
e. Intermediate Unit	-	-	-	3(10)
f. JTPA/PIC	1(5t)	-	1(6t)	4(9)
g. Local administration	11(1)	7(2)	18(1)	38(1)
h. Local employers	-	-		9(8)
i. Local supervisory staff	4(2)	1(4t)	5(4)	16(5t)
j. Mentor Exemplary Program teacher	na	13(1)	[13(2)]	[19(3)]
k. Other teachers	1(5t)	-	1(6t)	16(5t)
l. PDE (BVAE) Regional Consultant(s)	3(3)	3(3)	6(3)	18(4)
m. Other	-	-	-	1(11)

Note: na = not applicable
t = tie

Tables 44 through 47 show how Exemplary Teachers and Administrators rated a set of "factors" in terms of their importance to making their programs "Exemplary," while Replication Teachers, who were presented with the same list, were asked to respond in terms of their mentor Exemplary Program(s). Identical lists were included in Exemplary and Replication Teacher questionnaires (Item 10 in both) and Exemplary Administrator questionnaire Item 8. Respondents were asked to rank each of the eight "factors" from 1 to 8 (plus any they might elect to add under "Other"). As can be seen in Tables 44, 45, and 46, few respondents elected to rank all of the factors, choosing, instead, those "top" items of importance to them. Therefore, Table 47 shows the summary of most important ("1") factors as well as the total of all rankings, as was previously done (for the same reason) in Table 43.

Table 44 shows that, of the factors "important" to their Program's Exemplary recognition, Exemplary Teachers were most likely to rank the "teacher" as the most important factor (43 percent). "Competency-based vocational education" received 23 percent of the first-place votes. A review of other rankings shows "curriculum" to be the leading factor as both "2" (37 percent) and "3" (23 percent). "Administrative support" was seen as "4" to 20 percent of this group, and "student placement" was seen by 23 percent as "5."

In Table 45, 25 percent of the Replication Teachers gave their highest ranking ("1") to "teacher" of their mentor Exemplary Program as that program's most important factor, although 21 percent felt that "curriculum" was the most important element that made the mentor Program exemplary. Twenty-nine percent placed "competency-based vocational education" and "resources" in the second position, and 29 percent saw "curriculum" as "3."

Exemplary Program Administrators most frequently selected "administrative support" in the first position (40 percent, as shown in Table 46). However, they showed agreement with the teacher's significance in making a program "exemplary" as they placed "teacher" in the second position by a 36 percent vote.

Table 47 summarizes the top, or most significant factors ("1") as seen by all three groups. As a total group, "teacher" emerges as the top-ranked factor, by a frequency of 30 votes, with "administrative support" as second among the "1" votes, followed closely by "competency-based vocational education" and then "curriculum." In totaling all check-rank items for which respondents voted, all votes (reported in the last column of Table 47) were included because few respondents ranked all of the possible selections. This method of review yields a marked difference in the rankings of factors that are important to making an Exemplary Program "exemplary." Curriculum emerges as the most important factor, by total frequency, followed, in order by "administrative support," "teacher," "competency-based vocational education," and "resources," all of which were chosen to be ranked items by more than one-half of the 84 respondents. The remaining three listed factors (in order) were "local community involvement," "advisory committee," and "student placement." About 46 percent of the item-respondents reacted to these latter selections by including them in their ranked factors.

Table 44
Rank Order of Importance of Exemplary Program Components to Exemplary Program Status as Perceived by Exemplary Program Teachers
(n=35)

Exemplary Program Component (Factor)	Rank Order of Importance of Program Component (Factor)								
	1	2	3	4	5	6	7	8	9
a. Administrative support	9%	23%	17%	20%	3%	-	3%	-	-
b. Advisory committee	-	-	6%	14%	14%	11%	-	3%	-
c. Competency-based vocational education	23%	20%	9%	6%	6%	6%	3%	-	-
d. Curriculum	11%	37%	23%	14%	-	-	3%	-	-
e. Local community involvement	-	-	9%	6%	14%	6%	3%	3%	3%
f. Resources	3%	6%	17%	9%	6%	-	6%	6%	-
g. Student placement	3%	-	-	-	23%	3%	6%	6%	-
h. Teacher	43%	9%	11%	-	3%	9%	3%	-	-
i. Other (write-ins)									
-Annual meeting with other Exemplary Program Coordinators	-	-	-	-	3%	-	-	-	-
-Other Exemplary Program personnel	-	6%	-	-	-	-	-	-	-
-Sending school cooperation	-	-	-	3%	-	-	-	-	-

Table 45
Rank Order of Importance of Exemplary Program Components to
Exemplary Program Status, as Perceived by
Replication Project Teachers
(n=24)

Exemplary Program Component (Factor)	Rank Order of Importance of Program Component (Factor)								
	1	2	3	4	5	6	7	8	9
a. Administrative support	13%	13%	13%	13%	13%	8%	4%	33%	–
b. Advisory committee	–	–	–	8%	8%	4%	8%	4%	–
c. Competency-based vocational education	13%	29%	13%	4%	8%	–	4%	4%	–
d. Curriculum	21%	21%	29%	8%	13%	–	–	–	–
e. Local community involvement	17%	–	13%	–	4%	4%	4%	8%	–
f. Resources	11%	29%	17%	21%	4%*	8%	–		–
g. Student placement	8%	8%	8%	4%	8%	8%	–	4%	–
h. Teacher	25%	8%	8%	21%	13%	–	4%	–	–
i. Other **	–	–	–	8%	–	–	–	–	–

*-Respondent specified "public relations materials"

**-Club activity (and) teacher/student involvement with VICA
-Student placement and enrollment are long-term benefits as status of program and local support improve.

Table 46
Rank Order of Importance of Exemplary Program Components to Exemplary Program Status, as Perceived by Exemplary Program Administrators
(n=25)

Exemplary Program Component (Factor)	Rank Order of Importance of Program Component (Factor)								
	1	2	3	4	5	6	7	8	9
a. Administrative support	40%	5%	4%	5%	–	4%	–	–	–
b. Advisory committee	–	–	16%	8%	20%	4%	4%	4%	–
c. Competency-based vocational education	16%	20%	4%	8%	16%	4%	8%	–	–
d. Curriculum	20%	20%	24%	8%	24%	–	–	–	–
e. Local community involvement	–	–	8%	8%	16%	12%	4%	4%	4%
f. Resources	4%	–	4%	24%	16%	–	12%	4%	–
g. Student placement	4%	–	12%	8%	8%	–	16%	–	–
h. Teacher	36%	36%	8%	–	12%	–	–	–	–
i. Other (write-ins)									
-Funding of competitive budget by PDE	4%	–	–	–	–	–	–	–	–
-Reimbursement to staff for doing the work		4%	–	–	–	–	–	–	–

Table 47
Most Important Components (Factors) of Exemplary Programs, by Frequency, as Ranked by Exemplary and Replication Teachers and Exemplary Administrators

Exemplary Program Component	Exemplary Teachers n=35	Replication Teachers n=24	Exemplary Administrators n=25	Total n=84	Total All Rankings n=84
	F(Rank)	F(Rank)	F(Rank)	F(Rank)	F(Rank)
a. Administrative support	3(4)	3(4t)	10(1)	16(2)	73(2)
b. Advisory committee	-	-	-	-	39(7)
c. Competency-based vocational education	8(2)	3(4t)	4(4)	15(3)	63(4)
d. Curriculum	4(3)	5(2)	5(3)	14(4)	80(1)
e. Local community involvement	-	4(3t)	-	4(6t)	40(6)
f. Resources	1(5t)	4(3t)	1(5t)	6(5)	57(5)
g. Student placement	1(5t)	2(5)	1(5t)	4(6t)	37(8)
h. Teacher	15(1)	6(1)	9(2)	30(1)	67(3)
i. Other (write-in) -Funding of competitive budget by PDE.	-	-	1(5t)	1(7)	-(-)

Table 48 reports Item 12 of the Exemplary Program Teacher questionnaire, which asked whether the teacher had "modified the Exemplary Program since it was first cited as Exemplary." Eighteen, or 49 percent of the 37 Exemplary Program Teachers responding to this item, said they had made no changes to the program since it was cited as Exemplary. Two of the no-change respondents said, however, "No, simply strengthened the various components," and, "I am planning some revisions."

The other 19 Exemplary Teacher respondents (58 percent) said that changes had been made. Table 48 summarizes the types of modifications reported in response to the request that they explain the modifications. Of the 25 modifications described by respondents, 15 were related to curriculum upgrading.

TABLE 48

SUMMARY OF EXEMPLARY PROGRAM MODIFICATIONS, AS REPORTED BY EXEMPLARY TEACHERS

	Number & Percent			Type of Program Modification			
Initial Year	n	%	Curriculum f	Equipment f	Dissemination Materials f	Personnel f	General Upgrading f
1983-84	2 (of 4)	50	2	1	-	1	-
1984-85	8 (of 11)	73	5	1	1	1	1
1985-86	7 (of 11)	64	6	1	-	-	1
1986-87	2 (of 11)	18	2	1	-	1	-
Total	19 (of 37)	51	15	4	1	3	2

In Figure 24, the Exemplary Program Teachers' verbatim descriptions of program modifications are listed within the categorical classifications in which they were summarized in the preceding table (Table 48).

FIGURE 24

PROGRAM MODIFICATIONS, SINCE EXEMPLARY CITATION, AS REPORTED BY EXEMPLARY PROGRAM TEACHERS

Curriculum Modifications

- Changed name to Marketing and Small Business Management, now have more emphasis on Entrepreneurship Training. (Lebanon County AVTS, Marketing/Distributive Education)
- (See also, "Equipment Modifications," Norristown SD, Industrial Arts Drafting, where computer applications were added to curriculum.)
- Made a great program even better! Retyped some information, re-did worksheets, put more information in writing that had previously only been in my head! I am very proud of the program I represent! (Governor Mifflin High School, Diversified Occupations)
- We have added Business English and Practical Living (Consumer Education) courses to our programs. We have more fully enhanced our safety education units with adaptations from the suggested outlines from PDE. We annually review and update courses where we feel a need exists. (Steelton/Highspire High School, Business Education)
- Added Related Math for the 10th and 11th grades. (Central Westmoreland AVTS, Carpentry)
- Elimination of outdated tasks; addition of new tasks requested by Craft Advisory Committee which are required by industry. (Alvin Swenson Skills Center, Baking)
- Updated our equipment and course performance/task objectives to meet changing technological trends. (ReadingSenior High School, Business Education)
- Changed program to include more time for on-site Capstone Cooperative Education visitations. (Wilkes-Barre AVTS, Machine Shop)

Figure 24 (Continued)

- Ongoing revision and adjustment to structured work packets with the addition of the print reading and arithmetic components. (School District of Pittsburgh, Peabody High School, Industrial Arts/Metal Manufacturing)
- Expanded curriculum to more microcomputers; added many new job packets. (Central Westmoreland AVTS, Scientific Data Processing)
- Have adapted programs to serve clientele using Single Parent/Homemaker guide published by PDE. (Lehigh County AVTS, New Directions for Single Parents & Homemakers)
- Made changes in earlier modules. (Lebanon County AVTS, Cosmetology)
- Expanded curriculum for high school students. (Alvin Swenson Skills Center, Child Care Attendant)
- Expanded curriculum offerings. (Lehigh County AVTS, Occupational Transition)

Equipment Modifications

- Added additional CAD; added other computer applications. (Norristown School District, Industrial Arts/Drafting)
- Computer program expansion due to Special Education High Technology Grant. (Lehigh County AVTS, Occupational Transition)
- (See also, Scientific Data Processing, Central Westmoreland County AVTS, above, where addition of microcomputers enabled curriculum expansion.)
- (See also, Business Education, Reading Senior High School, above, where updated equipment accompanied curriculum modifications.)

Dissemination Materials Modifications

- All new brochures have been developed for each course. Professional videotape of school curriculum and guidance program. New recruitment program materials for program. Revisions of other student publications. (Mercer County AVTS, Vocational Guidance)

Personnel Modifications

- Changed from two teachers to one teacher. (Lebanon County AVTS, Marketing)
- Have added a Sex Equity Coordinator. (Lehigh County AVTS, Vocational Guidance)

Figure 24 (Continued)

- Proposed increased staff due to increased enrollment. (Lehigh County AVTS, Occupational Transition)

General Updating Modifications

- Continuing to improve the quality is a never ending task. (Crawford County AVTS, Welding)
- Constantly updating. (Central Westmoreland County AVTS, Heating, Air Conditioning, & Refrigeration)

Table 49 reports Item 12 of the Replication Teacher questionnaire, which first asked, "How much of the Exemplary Program you replicated did you actually adopt/implement?" Only six of the 24 Replication Teachers who answered this question said that they had adopted/implemented 100 percent of the mentor program, and only one of the six had put the mentor program in place with no adaptations at all. Two of the six felt that they were "now able to meet the criteria of an Exemplary Program."

Of the 18 respondents who said they had adopted/implemented less than 100% of the mentor Exemplary Program, 12 said that they do "anticipate doing further development/ modification" so that they can fully implement the mentor Program. One of the teachers who said "less than 100%, but more than 75%" added a comment, "We were actually more progressive in several areas than the Exemplary school had as part of its Exemplary Program."

Two of three Replication Teachers who said they have no plans to fully implement the mentor Program added comments: "Used those materials available," and "I would like to replicate a true 'Capstone' program when one comes available; I only did record-keeping on D.E." The third said that he was no longer the teacher of the Replication Program.

TABLE 49

ADOPTION/IMPLEMENTATION OF MENTOR EXEMPLARY PROGRAMS, AS REPORTED BY REPLICATION TEACHERS

Percent of Mentor Program Adopted/Impl. & Item Descriptor	Replication Funding Years (Reported)			
	1984-85 n=2	1985-86 n=21	1986-87 n=1	Total n=24
	f	f	f	f
a. 100% - fully, with no changes	—	1	—	1
b. 100% - with minor changes to accommodate local students/ industry/classroom environment	1	4	—	5
c. Less than 100%, but more than 75%	—	4	—	4
d. About 50% to 75%	1	6	—	7
e. Less than 50%	—	6	1	7
(1) If 100%, "degree to which now able to meet criteria of an Exemplary Program:"				
a. 100%	—	2	—	2
b. 75% - 99%	1	1	—	2
c. 50% - 74%	—	—	—	—
d. Less than 50%	—	—	—	—
(2) Less than 100%; anticipate further development to fully implement mentor Program:				
a. Yes	—	9	1	10
b. No	—	3	—	3

Table 50 relates to the implementation of Replication Projects. In Item 13 of their questionnaire, Replication Teachers were asked to perform a check-rank exercise regarding resource materials/information they received from State personnel to assist in the development and implementation of their Replication Projects. Eighty-four percent cited "information about replicating an Exemplary Program," and 84 percent also said they had received "Replication Project guidelines." Three-fourths (76 percent) said they had received "descriptive literature about Exemplary Programs" from State personnel. Only 16 percent cited "planned vocational course guidelines."

When asked to rank the items they had checked in the order of their usefulness in development and/or implementation of the Replication Project, 42 percent chose "information about replicating an Exemplary Program" and 38 percent chose "Replication Project guidelines" as the most useful resources. By frequency, these ranked as the top two resources provided by State personnel.

By total frequency of choice (for all ranked selections), the two items appeared as a "tied" number-one aid in terms of usefulness. "Exemplary Program Criteria guidelines" emerges as "3" by this method of ranking. (This presentation was again used because not all respondents completed all rankings.)

Table 50

Checklist of Resource Materials/Information Received From State Personnel and
Ranking of Usefulness to Replication Project Development/Implementation,
As Reported by Replication Teachers
(n=25)

Type of Resource/Information	Checked n=25	Ranking (n=24)					Most Important Resource	Total of All Rankings
		1	2	3	4	5	F(Rank)	F(Rank)
a. Information about replicating an Exemplary Program	84%	42%	29%	4%	8%	4%	10(1)	21(1t)
b. Descriptive literature about Exemplary Programs	76%	13%	21%	13%	21%	13%	3(3)	19(2)
c. Descriptive literature about the replicated Exemplary Program	48%	8%	4%	25%	13%	-	2(4)	12(4)
d. Replication Project Guidelines	84%	38%	17%	8%	25%	-	9(2)	21(1t)
e. Planned vocational course guidelines	16%	4%	-	-	-	13%	1(5t)	4(6)
f. Exemplary Program Criteria guidelines	60%	4%	17%	21%	8%	13%	1(5t)	15(3)
g. Competency-based vocational education (CBVE) guidelines	32%	-	-	17%	4%	13%	-(-)	8(5)
h. Other	-	-	-	-	-	-	-(-)	

Note: t = tie

Table 51 continues Replication Teachers' reports of implementation assistance provided by BVAE. Item 14 of their questionnaire asked their response, in a check-rank exercise, to items related to assistance provided to them by State personnel in developing/implementing their Replication Projects. They were first asked to check all services that were provided to them by State personnel. 'Assistance in contacting mentor Exemplary Program personnel' was indicated by 68 percent as a State service provided to them. Nearly one-half (48 percent) also cited "consultation visit by State Program Specialist" and "assistance in proposal writing." Only one respondent (five percent) indicated "site visitation during proposal development." In ranking the items they had checked (in the order of their usefulness in Project development and/or implementation, "consultation visit by State Program Specialist" was the top-ranked service provided by State personnel according to the teachers.

The rankings change, however, when total ranking frequency is reviewed. (Many respondents did not complete the rankings of all items on the list.) By this alternative method, "assistance in contacting (mentor) Exemplary Program" emerges as the most frequently selected response, followed by "suggestions for adaptations of mentor Exemplary Program" as the second-ranked service provided by State personnel.

Table 51
Checklist of Assistance Provided by State Personnel and Ranking of Usefulness to Replication Project Development/Implementation, As Reported by Replication Teachers
(n=21)

Type of Assistance	Checked n=25	Ranking					Most Important Resource	Total of All Rankings
		1	2	3	4	5		
							F(Rank)	F(Rank)
a. Consultation visit by State Program Specialist	48%	38%	-	5%	-	5%	8(1)	10(3t)
b. Consultation visit by BVAE Regional Field Consultant	29%	-	14%	5%	10%	-	-(-)	6(5)
c. Assistance in contacting (mentor) Exemplary Program personnel	62%	14%	33%	10%	5%	-	3(2t)	13(1)
d. Assistance in proposal writing	48%	14%	14%	14%	5%	-	3(2t)	10(3t)
e. Site visitation during proposal development	33%	14%	10%	5%	5%	-	3(2t)	7(4)
f. Site visitation during project initiation	5%	-	-	-	-	5%	-(-)	1(7t)
g. Site visitation during project implementation	14%	-	5%	10%	-	-	-(-)	3(6)
h. Suggestions for adaptations of mentor Exemplary Programs	52%	10%	14%	14%	5%	10%	2(3)	11(2)
i. Other (write-in) -Overall assistance by Mr. Vernon Register was Excellent!	5%	5%	-	-	-	-	1(4)	1(7t)

Funding

Table 52 presents estimates by Exemplary Teachers and Administrators of the annual Exemplary Program dissemination costs. Exemplary Teachers (questionnaire Item 13) and Exemplary Administrators (Item 6) were asked:

> Please estimate the actual costs of dissemination of each year, including travel, printing, postage, substitutes' pay, etc. The figure you report should include both Exemplary project funding and local funding (for 1983-84, 1984-85, 1985-86, and 1986-87).

The accounting is usually performed by a school's business office and annual reports are filed with the Pennsylvania Department of Education. However, this question was included, asking respondents to "estimate" the amounts of State and local funds expended, as a barometer of the costs of dissemination (for this report) and of the amounts of local funds added for dissemination purposes.

For FY 1983-84, no expenditures were reported for the dissemination of the "pilot year" Exemplary Programs. For FY 1984-85, Exemplary Teachers estimated expenditures for the 10 Programs they reported as $23,450 and $26,150 was reported by eight Administrators.

For 1985-86, 16 teachers estimated that a total of $37,900 of State and local funds was expended. Sixteen administrators estimated a total of $51,400.

The 1986-87 figures were supplied before the close of the 1986-87 fiscal year. Of the 22 teacher respondents (for FY 1986-87), two were unable to estimate an amount and one reported "0" dollars. The 19 teachers who estimated expenditures reported a total of $47,300. Twenty-four administrators entered amounts, for a total of $67,850. Two other administrators said they were unable to report because the amounts were "undetermined" as of the inquiry date. One of these added that the travel allotment would not be spent if Exemplary Programs were not featured at PVEC (June, 1987).

Estimates offered by Exemplary Teachers for the three-year period totaled $108,650. Administrators showed $145,400 as their total estimates of the amount of Exemplary Project funds and local monies spent on dissemination over the three-year period.

TABLE 52

ANNUAL COSTS OF EXEMPLARY PROGRAM DISSEMINATION, INCLUDING EXEMPLARY AND LOCAL FUNDS, AS ESTIMATED BY EXEMPLARY TEACHERS AND ADMINISTRATORS

	Exemplary Teachers			Exemplary Administrators		
Fiscal Year	$ Reported	N	Total $	$ Reported	N	Total $
1983-84	0	0	0	0	0	0
1984-85	0	15	0	0	0	0
	600	2	1,200	400	1	400
	2,500	5	12,500	2,500	3	7,500
	3,125	2	6,250	3,125	2	6,250
	3,500	10	3,500	4,000	1	4,000
				8,000	1	8,000
	Total	19	23,450		8	26,150
1985-86	0	0	0	0	8	0
	400	1	400	700	1	700
	600	1	600	900	1	900
	900	1	900	1,200	1	1,200
	1,200	1	1,200	2,000	1	2,000
	1,500	1	1,500	2,500	3	7,500
	1,750	1	1,750	2,600	1	2,600
	2,000	2	4,000	3,000	1	3,000
	2,500	3	7,500	3,500	2	7,000
	3,500	3	10,500	4,000	2	8,000
	4,000	1	4,000	4,500	1	4,500
	5,550	1	5,550	7,000	2	14,000
	Total:	16	37,900		16	51,400

Figure 52 (Continued)

Fiscal Year	Exemplary Teachers			Exemplary Administrators		
	$ Reported	N	Total $	$ Reported	N	Total $
1986-87	Do not know	2	-	Do not know	2	-
	0	1	0			
	200	1	200	600	1	600
	1,200	1	1,200	1,000	1	1,000
	1,500	3	4,500	1,300	1	1,300
	2,000	3	6,000	1,400	1	1,400
	2,500	4	10,000	1,500	1	1,500
	2,900	1	2,900	2,000	1	2,000
	3,000	1	3,000	2,400	1	2,400
	3,500	1	3,500	2,500	6	15,000
	3,600	2	7,200	2,900	1	2,900
	4,000	1	4,000	3,250	1	3,250
	4,800	1	4,800	3,300	1	3,300
				3,600	2	7,200
				4,000	1	4,000
				4,500	1	4,500
				5,000	1	5,000
				5,500	1	5,500
				7,000	2	7,000
	Total:	20	47,300		24	67,850

Three-Year Total	Exemplary Teachers	Exemplary Administrators
1984-85	$ 23,450	$ 26,150
1985-86	37,900	51,400
1986-87	47,300	67,850
	$108,650	$145,400

Tables 53 and 54 report the responses of all four groups, each of which was asked whether "special local funds" were provided as a result of Exemplary or Replication status (Item 14 of the Exemplary Teacher questionnaire, Item 15 on the Replication Teacher questionnaire, and Item 5 on both Administrator questionnaires).

Table 53 reports, first, that 20 percent of the Exemplary Teachers (who responded to this item) said, "yes," they had received special local funds as a result of Exemplary status, and 42 percent of the responding Replication Teachers reported "yes." Administrators' responses reflected those of their Teacher counterparts: 24 percent of Exemplary Administrators indicated "yes," and 48 percent of Replication Project Administrators said "yes."

Those who responded affirmatively were then asked to check (✓) a list of program-support items to indicate where "special local funds" had been applied. To facilitate the review of the next table (Table 54), which reports monies spent for the items checked, numbers of responses are shown rather than percentages. Eleven teachers reported that local funds have been invested in "equipment," and ten said "supplies." Ten of the Administrators reported "equipment" funds as having been leveraged by Exemplary or Replication status. Ten Administrators echoed the teachers by checking "supplies." In Table 53, respondents' verbatim answers to the "Other" category are keyed to the appropriate group.

Table 54 reports the recollections of the amounts of money spent on the items respondents checked as having benefited from "special local funds," although not all respondents who had "checked" the various categories completed this question by specifying the amounts of money.

(See, for example, the descriptor "Supplies" in Tables 53 and 54.) The greatest dollar amounts were in "equipment," with Replication Project respondents reporting about twice the amounts shown by Exemplary Program respondents.

The total amount of "special local funds" reported by Teachers was $53,635. Administrators said that a total of $51,574 of "special local funds" had been leveraged as a result of their vocational programs having Exemplary or Replication status.

Table 53
Checklist of Local Funds Leveraged by Exemplary/Replication Status, as Reported by Exemplary and Replication Teachers and Administrators

Special Local Funds Provided	Exemplary Teachers n=37	Replication Teachers n=25	Exemplary Administrators n=26	Replication Administrators n=21
	Frequency	Frequency	Frequency	Frequency
a. No response	2	1	1	-
b. No special funds	28	14	19	11
c. Yes, special funds	7(20%)	10(42%)	6(24%)	10(48%)
	Checked n	Checked n	Checked n	Checked n
Type of Special Funding Provided:				
a. Equipment	3	8	2	8
b. Facility renovations/ improvements	3	3	1	1
c. Nonprint materials	3	1	3	-
d. Supplies	6	4	5	5
e. Textbooks/print materials	1	2	3	5
f. Other	1*	1**	4***	1****

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*- Release time for administrative support.

**-Computer software AV to CAD grant.

***-Release time for administrative support.
-Permitted any/all visitors -- total cooperation.
-Travel and printing costs.
-Communications (mailings/brochures), conferences and travel.

****-Expenses of supervisor.

Table 54

Total Amounts of Local Funds Leveraged by Exemplary/Replication Status, as Reported by Exemplary and Replication Teachers and Administrators

Type of Locally Funded Expenditure	Exemplary Teachers (n=7)	Replication Teachers (n=9)	Total Teachers (n=16)	Exemplary Admin. (n=6)	Replication Admin. (n=10)	Total Admin. (n=16)
	$	$	$	$	$	$
a. Equipment	500	600		1,500	100	
	7,500	1,600		7,500	185	
		1,900			500	
		2,000			750	
		4,000			1,600	
		4,000			6,000	
		5,600			6,000	
Total:	8,000	19,000	27,200	9,000	17,635	26,635
b. Facility renovations/ improvements	300	900		300	300	
	1,000	6,210				
Total:	1,300	7,110	8,410	300	300	600
c. Nonprint materials	75	-		75	-	
	2,500			100		
				2,500		
Total:	2,575	-	2,575	2,675	-	2,675
d. Supplies	150	500		150	200	
	200	500		200	200	
	500			400	500	
	1,500			500	1,000	
				1,500	1,500	
Total:	2,350	1,000	3,350	2,750	3,400	6,150

Table 54 (cont'd)

Total Amounts of Local Funds Leveraged by Exemplary/Replication Status, as Reported by Exemplary and Replication Teachers and Administrators

Type of Locally Funded Expenditure	Exemplary Teachers (n=7)	Replication Teachers (n=9)	Total Teachers (n=16)	Exemplary Admin. (n=6)	Replication Admin. (n=10)	Total Admin. (n=16)
	$	$	$	$	$	$
e. Textbooks/ print materials	100 100 300	100 6,000	500 1,200 3,800	200 500 1,200 3,800	200 500 500 700 6,000	
Total	500	6,100	6,600	5,500	7,900	13,400
f. Other	300	5,400		100 100 300 514 800	300	
	300	5,400	5,700	1,814	300	2,114

Total Reported by: Teachers - $53,635 Administrators - $51,574

Tables 55, 56, and 57 show teachers' responses to the last of the "check-and-rank" items. They were asked (Exemplary Teacher questionnaire Item 15 and Replication Teacher questionnaire Item 16), "What should be the allowable expenditures (for use of State funds) in an Exemplary Program/Replication Project?" From a list of expenditure categories, they were asked to "check all that apply" and then to rank the top five of those they had checked. (As with some other "check-rank" items on the questionnaires, not all item respondents completed the exercise. Some did not rank the selections they had checked. Others elected not to rank all five "top" items, but chose, rather, to rank only those of the very topmost importance to them.)

Table 55 reports, by frequency and percentage, the teachers' opinions of what should be allowable expenditures for the use of State funds. Eighty-one percent of the total teacher group said, "Development/adaptation/revision, printing of curriculum materials." Exemplary Teachers (75 percent) checked "travel to make presentations at workshops/conferences," and they gave their next highest vote (66 percent) to "development/printing of promotional brochures." Both groups (64 percent) felt that State funds should be used for "development/revision of slide/video tape programs/audiovisual materials."

Table 56 shows how teachers ranked the items they selected for the use of State funds. Again, "curriculum materials" was the highest-ranked item (by 45 percent of the total teacher group). This choice is again reflected in Table 57, which shows the first-choices of respondents by frequency and rank: "Development/adaptation, revision, printing of curriculum materials" was clearly the item most frequently rated as the most important use of State funds in Exemplary Programs and Replication Projects.

Table 55

Checklist of Desired Categories of Expenditures of State Funds for Exemplary/Replication Projects, as perceived by Exemplary and Replication Teachers

Category (Description) Allowed Expenditure of State Funds	Exemplary Teacher n=35	Replication Teacher n=24	Total n=59
	F(%)	F(%)	F(%)
a. Development/adaptation, revision, printing of curriculum materials	27(75%)	21(88%)	48(81%)
b. Development/adaptation% revision, printing of promotional brochure(s)/ materials	23(66%)	12(50%)	35(59%)
c. Development/revision of slide/ video tape programs/audiovisual materials	22(63%)	16(67%)	38(64%)
d. Equipment	12(34%)	13(54%)	25(42%)
e. Postage	6(17%)	1(4%)	7(12%)
f. Substitute teacher salary	20(57%)	12(50%)	32(54%)
g. Teacher Aide salary	6(17%)	5(21%)	11(19%)
h. Telephone	6(17%)	3(13%)	9(15%)
i. Travel (to make presentations at workshops/conferences)	27(75%)	10(42%)	37(63%)
j. Travel (to provide/receive on-site technical assistance to replicated schools/from replicated Exemplary Program)	20(57%)	13(54%)	33(56%)
k. Other	2(6%)	2(8%)	4(7%)

Table 56
Ranking of Desired Categories of Expenditures of State Funds for Exemplary/Replication Projects, as Perceived by Exemplary and Replication Teachers

Categories of Expenditure	Exemplary Teacher n=31 Ranking					Replication Teacher n=18 Ranking					Total Teacher n=49 Ranking				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
a. Curriculum materials	48%	13%	3%	-	16%	39%	22%	33%	6%	17%	45%	16%	14%	2%	15%
b. Promotional materials	6%	16%	32%	10%	6%	9%	17%	22%	17%	6%	6%	16%	29%	12%	10%
c. Audiovisual materials	3%	10%	23%	19%	10%	-	11%	17%	39%	17%	2%	10%	20%	26%	12%
d. Equipment	6%	13%	-	10%	10%	11%	11%	17%	22%	11%	8%	14%	8%	10%	10%
e. Postage	-	3%	-	-	10%	-	-	-	6%	-	-	2%	-	2%	6%
f. Substitute Teacher	13%	6%	3%	19%	13%	11%	22%	17%	11%	6%	12%	12%	8%	16%	10%
g. Teacher aide	3%	6%	3%	3%	3%	6%	6%	-	17%	-	4%	6%	2%	8%	2%
h. Telephone	-	-	3%	6%	3%	-	6%	6%	-	6%	-	2%	4%	4%	4%
i. Travel (workshop conference presentation)	16%	16%	13%	16%	16%	11%	11%	-	11%	8%	14%	14%	8%	14%	18%
j. Travel (on-site technical assistance)	3%	16%	19%	13%	16%	17%	28%	22%	11%	-	8%	20%	20%	12%	10%
k. Other	-	3%	-	3%	-	-	-	6%	-	6%	-	2%	-	2%	2%

Table 57
Most Desired Categories of Expenditure of State Funds for Exemplary/Replication Projects, as Perceived by Exemplary and Replication Teachers

Category (Description) of Expenditure	Exemplary Teacher n=31	Replication Teacher n=18	Total n=49
	F(Rank)	F(Rank)	F(Rank)
a. Development/adaptation, revision, printing of curriculum materials	15(1)	7(1)	22(1)
b. Development/adaptation, revision, printing of promotional brochure(s)/ materials	2(4t)	1(4t)	3(5)
c. Development/revision of slide/ video tape programs/audiovisual materials	1(5t)	-(-)	1(7)
d. Equipment	2(4t)	2(3t)	4(4t)
e. Postage	-(-)	-(-)	-(-)
f. Substitute teacher salary	4(3)	2(3t)	6(3)
g. Teacher Aide salary	1(5t)	1(4t)	2(6)
h. Telephone	-(-)	-(-)	-(-)
i. Travel (to make presentations at workshops/conferences)	5(2)	2(3t)	7(2)
j. Travel (to provide/receive on-site technical assistance to replicated schools/from replicated Exemplary Program)	1(5t)	3(2)	4(4t)
k. Other	-(-)	-(-)	-(-)

Note: t = tie

Suggestions and Comments

The next-to-last item of each of the four questionnaires offered the same open-ended opportunity: "If you have suggestions for increasing the effectiveness of the Exemplary Program project, please list them." As detailed below, 58 (or 54%) of all respondents elected to offer suggestions:

1983-84 - 1 of 4 Exemplary Teachers (25%), 1 observation;
0 of 1 Exemplary Administrators;

1984-85 - 8 of 11 Exemplary Teachers (73%),
10 observations;
0 of 3 Replication Teachers;
5 of 9 Exemplary Administrators (56%),
7 observations;

1985-86 - 7 of 11 Exemplary Teachers (64%),
10 observations;
14 of 22 Replication Teachers (60%),
18 observations;
10 of 18 Replication Administrators (56%),
14 observations;

1986-87 - 5 of 11 Exemplary Teachers (45%),
7 observations;
0 of 1 Replication Teachers;
5 of 9 Exemplary Administrators (56%)
8 observations.

The following tables summarize the suggestions of the four survey populations. Suggestions regarding the role of the Department of Education, specifically as it pertains to procedures of BVAE staff and Program/Project funding, appeared more than twice as frequently as did all other suggestions. Table 58 summarizes Exemplary and Replication Teacher responses. Table 59 summarizes the suggestions of Exemplary and Replication administrators.

TABLE 58

SUMMARY OF SUGGESTIONS FOR INCREASING EXEMPLARY PROGRAM PROJECT EFFECTIVENESS, AS REPORTED BY EXEMPLARY AND REPLICATION TEACHERS

	PDE Support				Program Dissemination					
Initial Year	Procedures		Funding		Conferences		General		Other	
	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.
	f	f	f	f	f	f	f	f	f	f
1983-84	1	—	—	—	—	—	—	—	—	—
1984-85	3	—	5	—	—	—	2	—	—	—
1985-86	5	11	1	4	1	—	—	—	3	4
1986-87	3	—	1	—	3	—	—	—	—	—
Total	12	11	7	4	4	—	2	—	3	4

TABLE 59

SUMMARY OF SUGGESTIONS FOR INCREASING EXEMPLARY PROGRAM ROJECT EFFECTIVENESS, AS REPORTED BY EXEMPLARY AND REPLICATION ADMINISTRATORS

	PDE Support				Program Dissemination					
Initial Year	Procedures		Funding		Conferences		General		Other	
	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.
	f	f	f	f	f	f	f	f	f	f
1983-84	—	—	—	—	—	—	—	—	—	—
1984-85	2	—	4	—	—	—	—	—	—	—
1985-86	3	4	2	2	—	2	—	3	—	2
1986-87	4	—	2	—	2	—	—	—	—	—
Total	9	4	8	2	2	2	—	3	—	2

Although Table 58 combined the responses of Exemplary and Replication Teachers regarding suggestions for increasing the effectiveness of the Exemplary Program project, their verbatim responses have been separated in Figure 25 (Exemplary Teacher) and Figure 26 (Replication Teacher). Likewise, Figure 27 relates the verbatim replies of Exemplary Administrators and Figure 28 relates those of Replication Administrators (as were presented in summary in Table 59.) By showing the actual statements of respondents, the integrity of their replies is maintained.

FIGURE 25

SUGGESTIONS FOR INCREASING EXEMPLARY PROGRAM PROJECT EFFECTIVENESS, AS REPORTED BY EXEMPLARY TEACHERS

PDE Support - Procedures

- Encourage more programs that have completed the replication process to continue to update and perhaps move for exemplary status. (1983-84)
- Fill the now vacant position at the BVAE of Exemplary Program Coordinator with a person who is as enthusiastic and upbeat regarding the program as Vernon Register was. (1984-85)
- Cut down the paper work from the state--give us more support. (1984-85)
- It would be very helpful to have a printed Directory of all Exemplary Programs to include:

  (1) Name of school - Address - Telephone number
  (2) Name of Instructor - Address - Telephone number
  (3) Year (date) received Exemplary status
  (4) Name of program

  Also list of what materials are available from each program for Dissemination or Replication. (1985-86)
- More public relations work. (1985-86)

Figure 25 (Continued)

PDE Support - Procedures (Continued)

- Please continue to have state-level meetings and to permit regional meetings to share information. (1985-86)

- Provide better statewide P.R., not only to those teachers who belong to an organization, but to the many teachers who, for one reason or another, don't belong. (1985-86)

- Give genuine status to these programs and utilize the expertise within in formulating policy, seeking direction and developing new ideas to fruition. (1985-86)

- Direct contact with PDE and Exemplary teachers. (1985-86)

- A manual of what to expect, what is expected of you, more interaction with BVAE staff, standardized forms to track inquiries, etc. Guidelines as to how one is to publicize the program -- where, to whom and why. (1986-87)

- Direct Mail recruiting of teachers (concurrent to recruiting of administrators) would help garner early recognition of exemplary program project. (1986-87)

- This was a difficult year to be a "first timer" due to the changes in PDE. There must be more direct contact with the program managers and up-to-date information--perhaps monthly. There was no communication after Vernon Register left regarding meetings, PVEC plans, reports due, etc. If the program continues, more direct support must be given by PDE or the Regional Office. Many teachers in exemplary programs have no experience with such programs. (1986-87)

PDE - Funding

- I feel I work harder entertaining a visitor than I do on normal teaching days (they pick my brain until I am exhausted) and should receive personal monetary gains for this service. (1984-85)

- The funding scale should increase instead of decrease during the later years. This is needed for update and revision of materials and also as the program is more established there are more demands for visitations and presentations. (1984-85)

- Since we all develop some type of video presentation, a portable video player is needed to aid in this dissemination activity. (1984-85)

Figure 25 (Continued)

PDE - Funding (Continued)

- Should get funding on a decreasing scale with the first year $5,000 (this is when most of the exemplary requirements need to be met--brochures, slides, etc.)--The second year, $4,000. (1984-85)
- Allow us to cross state lines. (Note: Refers to travel funding.) (1984-85)
- Provide additional funding to recognize exemplary programs. Teachers who provide these services must devote a significant amount of personal time to the duties that dissemination requires. This time should be at least partially reimbursed by the Department of Education because the ultimate result of dissemination is the upgrading of education activities in other schools throughout the Commonwealth. (1985-86)
- Teacher aide (more). (1986-87)

Program Dissemination - Conferences

- Exemplary Program teachers should be permitted more travel and participation in the State meetings. (1985-86)
- With my specialized program I have initiated a statewide meeting of forest, natural resource, lumbering and maybe some general agriculture instructors for late spring or early fall. Now because of the uniqueness of my program, I estimate no more than two dozen instructors will be in attendance. I realize that this may not be feasible with some of the other programs. This meeting will, I feel, increase the effectiveness of my Exemplary Program (1986-87)
- Workshop for teachers to learn how to write Learning Guides and other material to make courses competency-based. Many teachers think writing a competency-based program is difficult. Teachers should be shown by someone who has the same content. (1986-87)
- In-service programs by PDE at various schools could publicize the existance of the program as well as make ALL instructors aware of criteria for selection. (1986-87)

Program Dissemination - General

- P.R. It's the best program that has come along and nobody knows it. (1984-85)

Figure 25 (Continued)

Program Dissemination - General (Continued)

- My district will NOT let me get a substitute (only when going away to a conference or off-site visit) to prepare materials for a visit, or while the visitor is here. All prep-work (and some visits) require many hours of prep-work and running off of materials -- all done on my own time. (1984-85)

Other

- Remember, these (exemplary) teachers must teach also during the year. Time to continue work exists in the off months. (1985-86)
- Discover, identify and develop new ideas. (1985-86)
- There is just too much time wasted in paperwork. I feel the Exemplary Project is to help other programs and teachers. Leave us do this. (1985-86)

FIGURE 26

SUGGESTIONS FOR INCREASING EXEMPLARY PROGRAM PROJECT EFFECTIVENESS, AS REPORTED BY REPLICATION TEACHERS

PDE Support - Procedures

- State send letter/articles to local school board and local newspapers about receiving Replication funding. (1985-86)

- State sponsored visitation day to visit Exemplary projects. (The best method is to get people to visit.) (1985-86)

- Easier State forms to complete. (1984-85)

- Easier access to State personnel in BVAE, not Senior Program Specialist. (1985-86)

- When I applied for Replication and was approved, I was not aware of deadlines for spending the funds and submitting the final report. The proposal which I submitted for Replication had to be received by the State no later than January 31, 1986. My proposal was approved in March and in April I was told, by way of an information package on the final report, that all money had to be spent by June 30th, and that the final report on the project wa due 45 days after June 30th. I had not even begun to receive the materials I ordered by the end of the 1985-86 school year, let alone have been able to implement the Replication and submit a final report! I contacted Vernon Register, explained the situation, and was given an extension until December 31, 1986. I strongly feel that these deadlines should be pointed out at the time of application for Replication. (1985-86)

- I think there should be more communication from the Department of Vocational Education and the schools that are attempting to Replicate an Exemplary Program. This is the only communication I have received since our grant approval. When will we find out if we have received Exemplary status? (1985-86)

- Put on an all out effort to get more schools involved. Make all Exemplary Programs more viable to teachers. Send out list to teachers, not administrators (they get lost). (1985-86)

- Effectiveness can be increased possibly by greater PDE interaction in the actual exchange process of information, with guidelines of what is to be provided made clear. (1985-86)

- Allow the working time limit (time the teacher has to get his program replicated) increased. (1985-86)

Figure 26 (Continued)

PDE Support - Procedures

- Allow State PDE personnel more time to be even "more supportive" by site visitation, supporting teacher, improving in-house P.R. (1985-86)

- I believe that in order to get more instructors to become involved, there is a need to make it more attractive to do so, and to make it clear that an instructor who does replicate and achieve Exemplary status is not setting himself above his peers. (1985-86)

PDE Support - Funding

- Much of our money was spent in travel to the other end of the State. Exemplary Programs in Western Pennsylvania would be advantageous. (1985-86)

- Allow to purchase computer. (1985-86)

- Software for computers (Cooperative Education) be publicized. (1985-86)

- More hardware and software. (1985-86)

Other

- The program is well defined and effective. The most difficult part was writing the Final Report. I had so many positive experiences. (1985-86)

- I am totally satisfied with the Replication process. The requirement that you must have a vocational Industrial Arts club (VICA, etc.) should be lifted from the Exemplary guidelines. More programs would be Exemplary. Could limit funds available to Replicate one of these programs. (1985-86)

- None - found it very effective. (1985-86)

- No Exemplary Program was available in Data Processing to observe. (1985-86)

FIGURE 27

SUGGESTIONS FOR INCREASING EXEMPLARY PROGRAM PROJECT EFFECTIVENESS AS REPORTED BY EXEMPLARY ADMINISTRATORS

PDE Support - Procedures

- Be certain that the new Secretary of Education and other Pennsylvania Department of Education key personnel know of its successes and value to administrators, teachers, counselors and students of all ages across the Commonwealth. Show the Exemplary Program Project Promotional video tapes in every outreach effort as appropriate. (1984-85)
- Greater coordination at State and Regional level to have Exemplary teachers share their successes with each other - in addition to non-Exemplary staff. (1984-85)
- Provide more P.R. to all teachers and school districts. (1985-86)
- Better communications between PDE and school district. Not enough notice given for individuals to participate in State-sponsored activities. (1985-86)
- Additional promotion is needed at the State level. (1985-86)
- BVAE might consider stronger advocacy of exemplary programs by sponsoring mobile demonstrations or providing an "in-service program service" that interested AVTS's could use for professional staff development activities and in-service credit. (1986-87)
- Additional promotion is needed on a statewide level. (1986-87)
- Expanded Pennsylvania Department of Education staff time and availability for development and dissemination of Exemplary Program content concepts and organization. (1986-87)
- Improved marketing techniques to capitalize on the strengths and successes of the programs identified, including the result and effect on students in general. (1986-87)

PDE Support - Funding

- Local districts could do a more effective job disseminating information about the programs if: (a) monies for this were increased, (b) restrictions on how it is spent were reduced or eliminated. (1984-85)

Figure 27 (Continued)

PDE Support - Funding (Continued)

- Staff feels funding on a decreasing scale beginning first year $6,000 and the initial grant should provide for equipment-specifically, a computer and printer. Additionally, a slide projector along with requirements that a slide presentation be prepared would be an asset. (1984-85)
- Need greater flexibility in changing funding categories, especially during last months as adjustments may be needed to various constraints. (1984-85)
- Some equipment should be purchasable with funds. (1984-85)
- Provide more funds for the teacher to do the work required by the program. (1985-86)
- Inconsistencies with funding guidelines for competitive projects and Exemplary status. (1985-86)
- A more explicit budget example/break-down. (1986-87)
- As a large urban school district in receipt of three dissemination grants, it's a mystery why the amount of the grant was decreased for each program. It's difficult to promote a program on a $500 budget (third award)! (1986-87)

Program Dissemination - Conferences

- Increased utilization of Exemplary Program teachers and administrators as speakers and presenters statewide at educational conferences and workshops. (1986-87)
- Exemplary Program teachers and administrators utilized in staff development programs for improvement of instructional effectiveness. (1986-87)

FIGURE 28

SUGGESTIONS FOR INCREASING EXEMPLARY PROGRAM PROJECT EFFECTIVENESS, AS REPORTED BY REPLICATION ADMINISTRATORS

PDE Support - Procedures

- I've been here only one year. I have not been educated by the Department of Education on this issue during this time. I suggest more and better communication on the program. (1985-86)

- Listing of new Exemplary programs and abstracts sent to each high school administrator. (1985-86)

- Follow through with recognition from the State (flag, plaques, etc.) when a school achieves exemplary status. (1985-86)

- State should first provide model curriculum guide meeting
- Chapter 6 for each area, then exemplary would be more effective. (1985-86)

PDE Support - Funding

- Allow a percent of the budget for instructor's wages and benefits; they do a lot of extra work. (1985-86)

- More equipment is needed. (1985-86)

Program Dissemination - Conferences

- Provide start-of-the-year workshops for the exemplary instructors to give them an orientation to what is expected of them as well as an opportunity to share successful "projects" that have worked for previous exemplary teachers. (1985-86)

- Encourage or require the teachers to set up and run their own teacher-to-teacher technological updating workshops for other in-field teachers in their region or statewide workshops in conjunction with PVEC. (1985-86)

Program Dissemination - General

- Share model projects with one another. (1985-86)

- More Exemplary programs in the western part of Pennsylvania. Traveling to central and eastern Pennsylvania utilized a major portion of Replication funds. (1985-86)

Figure 28 (Continued)

Program Dissemination - General (Continued)

- The PDE display during Vocational Education Week was a fine beginning but needs more broad-based support from identified programs and a commitment to develop quality package if this is to be an effective P.R. activity.

Other

- Exemplary Program should be in effect for more than one or two years. Lebanon County AVTS - no longer in effect after our initial contact with them. (1985-86)
- Publicity/promotion on the Exemplary/Replication projects has been outstanding. (1985-86)

The final question asked of all four populations was whether there were "any comments you would like to add about the Exemplary Program effort in Pennsylvania." Fifty-three percent of the total group supplied comments:

1983-84 - 1 of 4 Exemplary Teachers (25%);
0 of 1 Exemplary Administrators.

1984-85 - 7 of 11 Exemplary Teachers (64%),
9 observations;
0 of 3 Replication Teachers;
4 of 9 Exemplary Administrations (44%);
1 of 3 Replication Administrators (33%).

1985-86 - 8 of 11 Exemplary Teachers (73%),
10 observations;
12 of 22 Replication Teachers (55%),
12 observations;
2 of 5 Exemplary Administrators (40%),
6 observations;
9 of 18 Replication Administrators (50%).

1986-87 - 7 of 11 Exemplary Teachers (64%);
1 of 1 Replication Teachers;
5 of 9 Exemplary Administrators (56%),
6 observations.

Tables 60 and 61 report summaries of comments made by teachers (Table 60) and administrators (Table 61). As the implementors of the programs, teachers were more prone (by a ratio of 3:1) to comment on PDE support and funding and the dissemination process than were administrators. The latter group, interestingly, did not mention funding. Administrators were more likely to comment on the benefits of the Exemplary Program Project.

The verbatim comments of teachers are shown in Figure 29. Those of administrators appear in Figure 30. In these figures, neither year of initial funding nor identification of school/program appears. However, the comments within each category are listed first by Exemplary and then by Replication project, and within these by year of funding; thus, responses within categories can be matched to appropriate tables.

TABLE 60

SUMMARY OF COMMENTS REGARDING EXEMPLARY PROGRAM PROJECT, AS ENTERED BY EXEMPLARY AND REPLICATION TEACHERS

	PDE Role				Dissemination							
Initial	Support		Funding		Process		Motivation		Benefits		Other	
Year	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.
	f	f	f	f	f	f	f	f	f	f	f	f
1983-84	—	—	—	—	—	—	1	—	—	—	—	—
1984-85	2	—	2	—	1	—	3	—	—	—	—	—
1985-86	1	1	4	—	2	—	—	3	2	4	2	5
1986-87	2	—	—	—	2	—	—	1	—	—	3	—
Total	5	1	6	—	5	—	4	4	2	4	5	5

TABLE 61

SUMMARY OF COMMENTS REGARDING EXEMPLARY PROGRAM PROJECT, AS ENTERED BY EXEMPLARY AND REPLICATION ADMINISTRATORS

	PDE Role				Dissemination							
Initial	Support		Funding		Process		Motivation		Benefits		Other	
Year	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.	Ex.	Rep.
	f	f	f	f	f	f	f	f	f	f	f	f
1983-84	—	—	—	—	—	—	—	—	—	—	—	—
1984-85	1	1	—	—	—	—	—	—	2	—	—	—
1985-86	—	3	—	—	—	1	1	1	4	1	1	3
1986-87	—	—	—	—	—	—	—	1	4	—	1	1
Total	1	4	—	—	—	1	1	2	10	1	2	4

FIGURE 29

TEACHER COMMENTS REGARDING EXEMPLARY PROGRAM PROJECT

PDE Role - Support

- Currently, the program does not receive adequate support from the Bureau of Vocational Education.

- A good effort--Needs special emphasis on promotion of program to population.

- Concept is good but it needs help. There seems to be a problem on how some programs have been picked.

- I feel that the effort is worthwhile and has been the catalyst for meeting new people and sharing ideas and for continually evaluating and improving programs. However, there appears to be a lack of coordination in the effort in terms of standardizing policies and procedures. A procedure manual may be of some help in alleviating questions.

- I hope the Program continues for at least a few years, if there is better communication. Also, many suggestions have been offered regarding the use of money. Was anyone listening? At the annual Exemplary Meeting in October (1986) at Seven Springs, the participants offered many excellent suggestions. We never heard about that meeting--we were to get a report, nor do we know if anyone in PDE heard our suggestions.

- I think there should be more communication from the Department of Vocational Education and the schools that are attempting to Replicate an Exemplary Program. This is the only communication I have received since our grant approval. When will we find out if we have received Exemplary status?

PDE Role - Funding

- I think that the teachers should have been remunerated for their time, effort and dedication to the Exemplary project! All the teacher received was much more work and responsibility!

- Many participants feel a need for monetary reward, although this is not a personal concern.
- It's a lot of extra work for the teacher for which there is no compensation, only glory. I don't need glory.

Figure 29 (Continued)

PDE Role - Funding

- We understand that $1,000 is set aside and will be allocated July 1st to Exemplary programs which started in 1984-85 or 1985-86. We trust this is still in the plan. The Exemplary Program process is critical for new program areas such as Single Parent and Homemaker, as few curriculum materials were compiled for new programs until we created them. Our manual provides a "bible" for new programs.

- We cannot produce videos which commercial outfits charge $10,000 for when all we have is $350 in materials and $400 in replacement time.

- It is my sincere belief that many excellent Industrial Arts programs have not developed an interest in the Exemplary Program Project because of the lack of compensation for the additional tasks a recognized program must perform on a daily basis. Many educational professionals have taken the attitude, "I would rather be a replicator than a designated exemplary teacher." The current system provides more incentive to replicate than it does to attain exemplary status. A change of guidelines and funding is a must!

Dissemination Process

- Congratulations on an innovative approach to positively broadcasting PDE's fine educational programs throughout the State. (Teacher was referring to the Impact Study.)

- Dissemination should be done under more stringent supervision. Materials should be given only to those that have actual programs or are establishing programs that will follow State guidelines.

- I am sure this is a very positive program and should be continued. I would like to see more teacher interaction by the colleges having more workshops that are put on by the Exemplary programs.

- I would like to see a time when teachers of the same course (electronics) could hold a workshop together for three days. (Eastern Region).

- No comments, except that without proper and effective dissemination, the Exemplary Program concept becomes a very underutilized and maybe overrated idea.

Motivation

- This program (Luzerne County Community College Single/Parent Homemaker) is unique to the Nation; it has been modeled by the U. S. Department of Education via the Program Improvement Division for nationwide utilization.

Figure 29 (Continued)

Motivation (Continued)

- I feel that it is an honor to be a part of the Pennsylvania Exemplary Program for me as a teacher, my students, school, administrators and the School District of Philadelphia. It is very rewarding to share your success with others especially the success of the students each year with the accomplishments in the world of work and/or continuing education of both males and females each year since 1978, our first year graduation. Thank you for the opportunity to share this success with others!

- I think it should be noted that Butch Blyler, PDE Supervisor for Cooperative Education, has done a lot to spread the word and get people interested in providing a better program for their students by taking advantage of the information available through Exemplary Programs.

- Even with the added amount of work (and volumes of paperwork), the Exemplary Program Project has been very beneficial to us. Many of those benefits have been noted in this survey. It has also added a shot of enthusiasm to the teachers and students in the program. I feel that the Exemplary Program Project should be expanded to include other disciplines. It really generates the desire to be continually successful.

- I want the "Banner."

- Somehow a way must be found to reward Exemplary teachers and not saddle them with more work as a reward. We have probably reached close to the limit of teachers who will do it for personal satisfaction and/or glory.

- I think it provides the necessary motivation to take a look at what other school districts are doing in the field. It gives school districts an opportunity to update equipment and ideas.

- I feel this effort is worthwhile, and I am trying to get my program to the level which I believe will be exemplary. However, this (my first year of replication) has been less than satisfying. The enrollment was the lowest since 1978, and the quality of those enrolled was also lower than usual.

- In 1987-88, I will be making more changes and adding more (either adapting or adopting) materials from the mentor program. My goal is to have an Exemplary Diversified Occupations program within two years.

Figure 29 (Continued)

Benefits

- The Exemplary Program Project has brought both to myself and my students a sense of pride and success.
- Program well worth the work that went into getting the award.
- I hope the Program can continue. It not only helped me professionally, but also personally. The students, other faculty and, of course, the school benefited and will continue to benefit from my participation in this program.
- I feel it really helped my program. It is a good idea.
- The comment I would like to make is that I feel the replication process was a positive step in improving my curriculum and in helping my students with competency-based curriculum. It is a great deal of extra work for the teacher, and even now I am continuing to further develop and modify. The bottom line--if you want to improve your program, you have to be willing to work for it!

Other

- This really costs me in time expended to do PDE-type work.
- The attempt to identify programs within the Commonwealth that best represent vocational and industrial arts is commendable. (But) if programs are only identified, but not thoroughly utilized both in the Commonwealth and throughout the country, then many opportunities for growth in vocational and industrial arts education are lost. If among these programs, one can see new avenues of solution to the problems facing teachers and students in the eighties, then a concentrated effort, without a lot of bureaucratic nonsense, and complete with the support mechanisms, should be assembled to expand those ideas.
- PDE should be commended for their efforts in this area.
- They should continue!!
- The Exemplary Program effort is worthwhile and should be continued, modified and supported.
- It's a good program. Keep it going.
- Great project--really no suggestions for improvements.
- Time lapse made this form difficult to complete.

- Please continue the program.
- The idea is a fine one and should be continued with modifications as required, an indication of which may possibly result from this study. Hopefully, it will provide constructive feedback to the program.

FIGURE 30

ADMINISTRATOR COMMENTS REGARDING EXEMPLARY PROGRAM PROJECT

PDE Role - Support

- A great opportunity! Keep up the good work! Need illustrated booklet statewide on Exemplary teachers and program.
- Could use more assistance from Regional Resource Personnel in applications towards funding that is available to vocational institutions.
- Broaden to more course areas.
- The effort is just beginning. We hope to see an increase in the publicity to maintain the program.
- Total curriculum package developed including Performance Objectives.

Dissemination Process

- It is a good program as long as school districts have the latitude to take parts of programs that work in other districts and plug them into their own systems, adapting procedures as necessary.

Motivation

- The Exemplary Program concept has been a motivating influence in our school for teachers and administration to try to strive for excellence.
- The concept should be expanded. It is a very effective way to give recognition to those who strive for excellence!
- I believe this effort has been well received by both vocational administrators/supervisors and teachers. I think it is noteworthy as it does not often happen that both groups value an effort and support it to the extent that this project has been supported!

Benefits

- In spite of the extra work and time required to administer the program, I would strongly recommend them to any and all who are interested. It is worth the effort.
- An excellent program and has had a positive impact on both staff and school.

Figure 30 (Continued)

Benefits (Continued)

- The program is an excellent way of sharing and learning about outstanding programs.
- Excellent vehicle for receiving both public and professional recognition.
- Staff members have been recognized in the media, in our brochures, newsletters, and at Advisory Committee banquets.
- The program has been one of the best P. R. tools for our school and its programs.
- It has greatly increased our visibility in the State and local community and appears to be a good way to share ideas and upgrade programs where necessary.
- It is an excellent idea to promote innovation, creativity and progress in vocational education programs.
- It should be continued but not limited to the teacher of the program. Somehow average teachers should be able to get out to see outstanding programs.
- I feel the program is off to a good start. There are many direct advantages to the program. With continued development and attention to the untapped potential of full dissemination of the quality of these educational programs, a serious impact on the vocational-technical school image in the academic community and performance in the educational spectrum can be dramatically enhanced.
- Provides for an excellent way to implement outstanding programs in Pennsylvania. Recognizes and rewards the outstanding programs. This program has been very beneficial to the LEA's.

Other

- Program should be continued.
- I fully support the concept.
- Since much of out time and money was used for traveling to the eastern part of the State, I would like to see Exemplary Programs in Western Pennsylvania.
- The program is a good one and should be continued.
- A great way to expand good programs.

CHAPTER V

SUMMARY AND CONCLUSIONS

The study, Assessment of the Impact of the Exemplary Program Project for Vocational Education (Identification, Dissemination and Replication-1983 to 1986), was conducted to analyze and report characteristics and outcomes of the Pennsylvania Department of Education's Exemplary Program Project. Vocational education programs that were cited as Exemplary Programs from 1983, the beginning of the initiative, through 1986 and programs that were granted Replication Project status from 1984 through 1986 constituted the study population.

The Exemplary Program Project was originally designed to identify program characteristics of exemplary vocational education programs in postsecondary institutions (later modified to "community colleges"), area vocational-technical schools, and comprehensive high schools. The identification of Exemplary Programs began in Fiscal Year 1983-84 to:

1. Provide school officials, teachers and other interested persons an opportunity to observe effective vocational education programs emphasizing competency based instruction.
2. Motivate school officials, teachers, and other interested persons to develop quality programs emphasizing competency-based instruction.
3. Assist other schools in obtaining practical information to help them improve their programs.
4. Recognize the individual schools that have responded to contemporary needs requiring emphasis of and sound instruction for development of competencies.
5. Provide a means to conduct staff development programs.

During the latter half of FY 1983-84, the Pennsylvania Department of Education's Bureau of Vocational and Adult Education (PDE/BVAE) identified the first of the Exemplary Programs. The programs met criteria established by BVAE in conjunction with panels of experts; i.e., vocational educators who were experienced in the relevant program areas. Exemplary Programs were first funded to conduct dissemination activities in FY 1984-85, and additional Exemplary Programs were identified during FY 1984-85 and subsequent years. Exemplary Programs were formally recognized at the annual Pennsylvania Vocational Education Conference (PVEC), at which they received specially designed banners to display in the schools/classrooms. They were encouraged to engage in "kaleidoscope" workshops at PVEC to help promote the Exemplary Program Project, and a Fall workshop for Exemplary Program teachers was conducted by PDE at which dissemination procedures and other expected activities were discussed.

Replications of vocational programs holding Exemplary status were initiated during FY 1984-85. Each Replication Project also had to meet established criteria and follow procedures for pre-application and application for Replication Project status. Replication Projects were awarded a one-year funding grant, during which they replicated all or part of a mentor Exemplary Program.

This study was initiated by the Pennsylvania Department of Education in Spring 1987 to determine whether and to what extent the Exemplary Program Project for Vocational Education had achieved its purposes and if the expenditure of funds for Exemplary Programs and Replication Projects should remain constant or whether new strategies were necessary.

SUMMARY OF PROCEDURES

A thorough review was made of records available in the offices of the PDE/BVAE to identify vocational programs that were cited as Exemplary and received dissemination grants during the study period (1983 to 1986). Likewise, records were reviewed to identify the vocational programs that were granted status as Replication Projects during FYs 1984-85 and 1985-86. Since some 1985-86 Replication Projects were recognized late in the fiscal year, they received their funding during the Fall of 1986-87. These Projects were included in the study.

The 42 vocational programs that were awarded Exemplary Program dissemination funding and the 33 vocational programs that received one-year funding as Replication Projects during the period of interest to the study were thus identified as the study population.

The study team and the PDE/BVAE project monitors met in three formal meetings (which were supplemented by informal meetings and telephone consultation) to review the purposes and procedures of the study and to review and revise procedures and data collection instruments.

It was determined that data collection should be accomplished through two methods: questionnaires mailed to teachers and administrators of all 42 Exemplary Programs and all 33 Replication Projects, and on-site visitations to a sample of the survey population (11 Exemplary Programs and six Replication Projects), which was identified through a stratification based on region of the State, type of school setting (comprehensive high school, area vocational-technical school, community college), and primary program emphasis (substantive vocational area or "support" content.)

Questionnaires were designed to elicit data related to: (1) the benefits of Exemplary Project status to students, personnel, the curriculum, the vocational program, the school and, ultimately, to the State; (2) the dissemination of effective vocational education programming; (3) successful Exemplary Project (Exemplary Program/Replication Project) implementation; (4) the success of Project funding procedures as currently conducted by PDE/BVAE to meet the intended purposes of the Exemplary Program Project; and (5) perceptions of the study populations regarding current PDE/BVAE practices and procedures, as collected through the various instrument items that included suggestions for and comments about the Exemplary Program Project. Imbedded in the research instrument items was also the intent of discovering the motivation for school officials and teachers to develop and apply for Exemplary Programs or Replication Projects.

Four questionnaires containing parallel queries where appropriate were developed: Exemplary Program Teacher questionnaire; Exemplary Program Administrator questionnaire; Replication Project Teacher questionnaire; and Replication Project Administrator questionnaire. Questionnaires were comprised of three types of items: open-ended items, items requesting numerical reporting, and ranking or check-and-rank items. The incorporation of a check-rank system enabled the determination of respondents' experience and/or attitudes toward certain aspects of the Exemplary Program Project since attitudes greatly influence the success or failure of a project to achieve its intended outcomes. Checklists were presented first in check-rank items where the purpose was to ascertain perceptions based on the respondent's experiences as related to the pertinence of certain qualities or outcomes of Exemplary Program Projects; i.e., to determine characteristics or outcomes of value. In check-rank items, respondents were then asked to rank the "top five" of the descriptors they had checked, showing the intensity of their feelings (their perceptions or attitudes). By checking all descriptors that "applied" and then ranking the top five (by order of importance), respondents, in effect, created their own attitude scales based on their knowledge and positive or negative feelings about the descriptors that comprised the item: individuals learn attitudes through experience--interaction with other people and situations.

A structured interview guide was constructed for use in the 17 field-site investigations. The interview guide paralleled the questionnaires in topics of investigation, but allowed the research team and the on-site teachers and administrators to probe the topics and responses. Case studies were later constructed of these 17 Exemplary Program Projects (11 Exemplary Programs and six Replication Projects) by combining the teachers' and administrators' responses on the mailed questionnaires with their responses during the on-site visitations.

As was explained in Chapter III, Figure 15, questionnaires were mailed on May 8, 1987, to 39 Exemplary Program Teachers and 33 Exemplary Program Administrators (who may had have more than one Exemplary Program and may also have had Replication Projects in their schools) and to 33 Replication Project Teachers and 23 Replication Project Administrators (who had only Replication Projects -- no Exemplary Programs -- in their schools). Field visits were scheduled and the in-depth interviews were conducted during May and June, 1987.

Because questionnaires were mailed during a period in the school year when many intended respondents were engaged in close-of-school activities, questionnaire responses were accepted through June, 1987. An overall response rate of 86% was realized with the return of 109 of 127 questionnaires: 37, or 95% of Exemplary Teachers; 26, or 79% of Exemplary Administrators; 25, or 78% of Replication Teachers; and 21, or 91% of Replication Administrators.

The 109 questionnaire responses were recorded by year, using the respondents' reported year of initial funding:

	1983-84	1984-85	1985-86	1986-87	TOTAL
Exemplary Teachers	3	10	21	3	37
Replication Teachers	-	2	21	2	25
Exemplary Administrators	2	10	5	9	26
Replication Administrators	-	2	19	-	12

SUMMARY AND CONCLUSIONS, BY OBJECTIVE

The data (reported in Chapter IV) are summarized in this chapter according to the Study Objectives to which they relate and are keyed to the table/figure numbers from Chapter IV. Because of the extent of the data within some questionnaire items and related tables or figures, the most succinct summary format is a statistical scan. In these cases, item descriptors are shown with percentage responses where 50% or more of at least one of the study populations were in agreement. Also indicated, for check-rank items, is a "1" (or "1t" for a tie) to show the descriptor regarded as "most important". A "2" or next-most-important item is indicated where the ranking "votes" were very close.

Thus, for purposes of brevity and yet completeness of data, this chapter presents summaries and conclusions related to each of the PDE/BVAE-designated Study Objectives in the following manner:

Key Findings: These sections reiterate percentage responses (or, if noted, response frequency) of study populations: queried Exemplary Teacher (ET), Replication Teacher (RT), Exemplary Administrator (EA), and Replication Administrator (RA). This method enables examination of the predominant responses of teacher-and-teacher, or administrator-and-administrator, and/or teacher-and-administrator. Unless otherwise noted, descriptors appearing in the summary scans (key findings) in this segment represent the choices of 50% or more of one or more of the populations.

Recap (Recapitulation). Summary "recaps" relate major findings from the background research and from responses to the questionnaire or site visitations or any marked differences in item response trends between populations. These may include differences between (e.g.) Exemplary Teachers recorded on "working" recording sheets (but not appearing elsewhere in this report) which were used by the research team. Only "marked" differences between, for example, Exemplary Programs of 1983-84/84-85 and those of 1985-86/86-87 are referenced in the recaps to show whether length of experience in the Exemplary Program Project may have influenced their perceptions and would, therefore, lend depth to the nature of the query. Recaps follow Key Findings of each questionnaire item related to the objective.

Conclusions: Characteristics and outcomes of the Exemplary Program Project that indicate whether the Project should be continued as presently constituted or whether modifications should be made are presented in the final section addressing each objective.

OBJECTIVE 1.0 To analyze the populations served through the Exemplary Program Project and Replication Project.

These data are a combination of information from PDE/BVAE records and responses to the background information as supplied respondents.

Key Findings

1a. **Initial Funding Year:**

	1984-85	1985-86	1986-87	TOTAL
Exemplary Programs	18	10	14	42
Replication Projects	-	6	27	33

1b. **Vocational Program Representation:**

Vocational Program Content	Exemplary	Replication
Substantive Vocational Area	(n=28)	(n=21)
Agriculture	4	2
Business Education	6	5
Health Occupations	2	1
Home Economics	3	1
Marketing/Distributive Education	1	5
Industrial Arts	3	4
Trade/Industrial Education	7	1
Technical Education	2	2
"Support" Content	(n=14)	(n=12)
Disadvantaged/Handicapped	4	-
Diversified Occupations/Co-op Ed	2	7
Sex Equity	2	1
Single Parent/Homemaker	4	2
Vocational Guidance	2	2
TOTAL	42	33

1c. **Project Location (n=42 Exemplary, 33 Replication; 47 Schools):**

	East	Central	West
Exemplary	24	7	11
Replication	10	10	13

	Com. Coll.	AVTS	CHS
Exemplary	3 (3 CCs)	22 (10 AVTSs)	17 (11 CHSs)
Replication	1	16 (12 AVTSs)	16 (15 CHSs)

Recap

1(1). Of the 42 Exemplary Programs, twice as many addressed "substantive" vocational content (=28) as addressed "support" content (n=14).

1(2). Seven vocational program areas were represented within the Trade and Industrial Education group of Exemplary Programs. There was only one Replication Project from this group.

1(3). The greatest number of funded projects in the "support" content area was in Single Parent/Homemaker Programs: four Exemplary and two Replications.

1(4). The only Exemplary Program in Marketing/Distributive Education was replicated by five schools. One of the Industrial Arts Exemplary Program ("Drafting and Design Technology") was replicated in four schools and another the Drafting Program (T & I) was unable to utilize the materials, which the teacher felt to be "industrial arts" materials rather than vocational drafting.

1(5). In total, 16 of the 42 Exemplary Programs were replicated. Seven of these mentored more than one Replication Project.

1(6). Of 12 Replication Projects labeled (for this study) as "support" content, seven were in Diversified Occupations/Cooperative Education, which replicated two Exemplary Programs.

1(7). Geographically, there were more Exemplary Programs in the Eastern Region of Pennsylvania (24) than in the Western Region (11) and Central Region (7) combined. Exemplary Programs were more likely to serve the more populous areas within the Regions.

1(8). Exemplary Programs and Replication Projects were located in 9 (45%) of 20 counties in the Western Region, in 10 (42%) of 24 counties in the Central Region, and 12 (52%) of 23 counties in the Eastern Region.

1(9). The Eastern Region had the most funded projects: 24 Exemplary and 10 Replication.

1(10). The 75 funded projects (42 Exemplary and 33 Replication) were located in 47 public-sector schools in Pennsylvania. The Programs/Projects were about evenly located in comprehensive high schools (CHSs) and area vocational-technical schools (AVTSs): 32 Programs/Projects and 38 Programs/Projects, respectively. Community colleges supported the fewest (3 Exemplary Programs, 1 Replication Project).

Conclusions

1.1 Over one-half (28) of the 42 Exemplary Programs cited as Exemplary during the period 1983-84 to December 1986 addressed substantive vocational instructional content areas. Although there were seven Trade and Industrial Education Exemplary Programs, this group was under-represented in relation to the total number of T & I program areas.

1.2 Of the 14 Exemplary Programs that were categorized (for this study) as "support content," four were Single Parent/Homemaker Programs and four addressed Disadvantaged/Handicapped.

1.3 In proportion to the variety and number of vocational education programs offered, only a small percentage have sought Exemplary or Replication status.

1.4 Only 16 (slightly over one-third) of the 42 Exemplary Programs were replicated. Seven Programs were replicated by more than one project, and two programs were replicated five times each.

1.5 All 75 Programs/Projects in the study were located in less than half of the counties in Pennsylvania, with the Central Region having the fewest and the Eastern Region having the most funded projects. Of the 67 counties in Pennsylvania, 36 counties (54%) had neither an Exemplary Program nor a Replication Project.

1.6 The 75 funded Programs/Projects were about evenly located in comprehensive high schools and area vocational-technical schools. Community colleges supported the fewest.

1.7 In proportion to the large number of secondary schools in Pennsylvania (comprehensive high schools and area vocational-technical schools) and community colleges that have approved vocational education programs, only a small percentage hosted Exemplary Programs and/or Replication Projects.

OBJECTIVE 2.0 To determine the benefits of Exemplary status to a vocational education program.

Key Findings

2a. Benefits to Students (Tables 1-4):

Student Benefits	ET	RT	EA	RA	TOTAL
Student interest	82(1t)	92(1)	84(1)	100(1)	87(1)
Student recruitment	82(1t)	68	76	77	77
Student motivation	79	92	88	100	89
Student completion	50	60	42	45	50
Co-op placement	35	56	50	54	48
Job placement	34	40	61	32	49

Recap

2(1). "Student interest" was ranked by 87% of the total survey population as a benefit to students, with Exemplary Teachers including both "student interest" and "student recruitment" as the most important benefits.

2(2). All four groups saw "student motivation" as an important benefit (89%), although it was checked more often by Replication Administrators (100%) and Replication Teachers (92%) than by Exemplary Teachers and Exemplary Administrators.

2(3). "Student completion" was most frequently checked by Replication Teachers (60%).

2(4). Replication Teachers and Replication Administrators checked "co-op placement" more frequently than did Exemplary personnel; Exemplary Teachers were least likely to check "co-op placement" (35%).

2(5). More Exemplary Administrators (61%) checked "job placement" as a student benefit than did any other group.

2b. Benefits to Curriculum (Tables 9-11):

Key Findings

Curriculum-Benefits	ET	RT	Total Teacher
Competency-based curriculum materials	93(1)	74(1)	84(1)
Competency-based instruction	93(2)	83	88
Curriculum upgrading to industry standards	67	48	58
Individualized instruction (for student career goals)	59	66	62
Performance evaluation	23	56	40

Recap

2(6). Although both teacher groups (88% total teacher) gave their highest votes (by checking) to "competency-based instruction," they ranked "competency-based curriculum materials" as the number-one benefit to curriculum.

2(7). "Curriculum upgrading to industry standards" was checked by 67% of Exemplary Teachers but by only 48% of Replication Teachers.

2(8). Replication Teachers placed somewhat more value on "individualized instruction" (66%) than did Exemplary Teachers (59%).

2(9). Replication Teachers valued "performance evaluation" more highly than did Exemplary Teachers (56% and 23%, respectively).

2(10). Exemplary Teachers first funded in 1986-87 were more likely than those first funded in the preceding years to indicate that "individualized instruction for special students" was a benefit to curriculum.

2c. Benefits to Program (Tables 12-15):

Key Findings

Program Benefits	ET	RT	EA	RA	TOTAL
Facility management/ adaptation	32	58	14	43	45
Local industry support	41	58	32	48	44
Occupational (craft) advisory committee involvement	46	58	36	57(1t)	47
New equipment purchases	38	50(1t)	14	24	40
Program print/nonprint resources	41	58	—	—	—
Program publicity	84(1)	63(1t)	82(1)	52	62(1)
Program recognition	78	58	—	—	—
Public reaction/support	69	38	61	29	51
Resource identification	—	—	46	43(1t)	—
Resource management	—	—	14	53	—
School publicity	—	—	82	33	—
Supplies	31	75	25	33	40

Recap

2(11). The greatest benefit to program as regarded by Exemplary Teachers and Exemplary Administrators was "program publicity" (according to percent checked and number-one ranking). "Program publicity" was regarded equally as "number one" by Replication Teachers along with "new equipment purchases." "Occupational (craft) advisory committee involvement" and "resource identification" were chosen by Replication Administrators as the number-one benefits to program.

2(12). Replication teachers checked "facility management/adaptation" (58%) and "supplies" (75%) as benefits to program more frequently than did Exemplary Teachers (32% and 31%, respectively).

2(13). Exemplary Teachers (78%) cited "program recognition," which was chosen by only 58% of the Replication Teachers.

2(14). Exemplary personnel (Teachers, 69%, and Administrators, 61%) said that a program benefit was "public reaction/support." Only 38% of Replication Teachers and 29% of Replication Administrators checked this item.

2(15). "School publicity" was seen as a program benefit by 82% of Exemplary Administrators but only 33% of Replication Administrators.

2(16). Replication Teachers were more likely than Exemplary Teachers to cite "local industry support" and "program print/nonprint resources."

Conclusions

2.1 Exemplary Programs and Replication Projects are regarded as being the impetus to providing the following benefits to students: interest, program recruitment, motivation, and program completion.

2.2 The competency-based curriculum materials of Exemplary Programs and the related competency-based instruction were regarded by Exemplary Teachers and Replication Teachers as the greatest benefits to curriculum.

2.3 The publicity received when a program obtains Exemplary status is regarded as the greatest benefit to the program.

2.4 Programs that have Replication status are publically recognized and also benefit from the purchase of new equipment and supplies.

2.5 Exemplary Programs generally benefited most from publicity, recognition, and greater public support. Vocational programs that replicated Exemplary Programs appeared to have gained a diversity of benefits, particulary in the views of the teachers; i.e., the program facility, equipment, supplies, and resources, and relationships with business and industry as well as general publicity and recognition.

OBJECTIVE 3: (To determine) whether and to what extent are the benefits to a school where an Exemplary vocational education program is located.

Key Findings

3a. Benefits to Personnel (Tables 5-8):

	ET	RT	EA	RA	TOTAL
Administrative support	91	100	--	--	--
Interest/motivation of teacher(s) of Exemplary/ Replication program(s)	--	--	57(1)	100(1)	--
Interest/motivation of other teachers	82	71	80	59	74
Staff morale	60	46	38	36	50
Staff support	55	66	46	36	50
Support you give/gave to teachers of Exemplary/ Replication program(s)	--	--	84	73	79
Your interest/motivation	94(1)	100(1)	76	82	89(1)

Recap

3(1). Exemplary and Replication Teachers' "interest and motivation" was ranked by all four populations as the most important benefit to personnel. This item was checked by 100% of the Replication Teachers and Replication Administrators and by 94% of the Exemplary Teachers, although by only 57% of the Exemplary Administrators.

3(2). More Exemplary Teachers (82%) and Exemplary Administrators (80%) checked "interest/motivation of other teachers" than did Replication personnel (Teachers, 71%, and Administrators, 59%).

3(3). Exemplary Teachers (60%) checked "staff morale" as a benefit to personnel, but only 46% of Replication Teachers checked this item.

3(4). More Replication Teachers (66%) checked "staff support" than did the other groups, of which Replication Administrators were the lowest (36%).

3(5). "Support you give/gave to teachers of Exemplary/Replication programs "was checked as a benefit to personnel by 84% of the Exemplary Administrators and 73% of the Replication Administrators. "Administrative support" was recognized by 91% of the Exemplary Teachers and 100% of the Replication Teachers.

3b. Benefits to School (Tables 16-19):

Key Findings

School Benefits	ET	RT	EA	RA	TOTAL
Articulation with other educational agencies	79	60	69	70	71
Board recognition	100(1t)	85(1)	85(1)	75	88(1)
Community relationships	88	70	77	80	80
Local press	76	45	81	50	70
Statewide recognition	100(1t)	50	92	40(1)	76

Recap

3(6). Three groups ranked "Board recognition" as the most important benefit to school (checked by 100% of Exemplary Teachers and 85% of both Replication Teachers and Exemplary Administrators).

3(7). Exemplary Teachers (100% checked) gave a tie number-one ranking to "state-wide recognition" and "Board recognition." Although only 40% of Replication Administrators checked "state-wide recognition" as a benefit to the school, they were most often in agreement when ranking it as the number-one benefit to the school.

3(8). "Articulation with other educational agencies" was regarded by 71% of all four groups as a benefit to the school resulting from Exemplary or Replication status. Exemplary Teachers (79%) were the segment most likely to check this response.

3(9). Exemplary Teachers and Exemplary Administrators whose projects were first funded in 1983-84 and 1984-85 were more likely than personnel from later years to indicate that "national recognition" of their Exemplary Program was a benefit to the school.

Conclusions

3.1 People who teach or administer programs that have Exemplary or Replication status have heightened interest and motivation for their respective programs. The prominence accorded to their programs also resulted in increased interest and motivation for teachers of other programs in their schools.

3.2 Teachers' perceptions of the value of the support they received from their administrators were higher than those of the administrators themselves when asked about the support they had given to teachers of Exemplary/Replication Programs.

3.3 Recognition by the local school board and state-wide recognition are widely regarded by Exemplary personnel as benefits to their schools. Replication status was reported by teachers and administrators as bringing benefits to their schools, particularly in the areas of school board recognition and community relationships. Replication personnel reported less "local press" and statewide recognition than did Exemplary Programs personnel.

3.4 Articulation with other educational agencies appears to improve with Exemplary/Replication status.

OBJECTIVE 4: To identify the Exemplary vocational education dissemination activities.

Key Findings

4a. **Number of Inquiries Received, by Fiscal Year (Tables 20-24):**

Year	Exemplary Teacher						Replication Teacher					
	Personal		Phone		Mail		Personal		Phone		Mail	
of Inquiry	O	Total	O	Total	O	Total	O	Total	O	Total	O	Total
From Pennsylvania Schools/Programs												
1984-85	21	107	19	70	21	122	--	--	--	--	--	--
1985-86	15	243	13	163	13	158	11	49	14	15	16	10
1986-87	5	214	4	303	6	260	9	43	14	13	17	7
From Out-of-State Schools/Programs												
1984-85	21	46	20	67	18	131	9	--	9	--	9	--
1985-86	20	50	19	23	17	30	8	3	9	6	9	2
1986-87	19	263	17	13	15	40	10	30	9	3	11	--

Year	Exemplary Administrator						Replication Administrator					
	Personal		Phone		Mail		Personal		Phone		Mail	
of Inquiry	O	Total	O	Total	O	Total	O	Total	O	Total	O	Total
From Pennsylvania Schools/Programs												
1984-85	12	23	11	36	11	43	13	2	13	2	15	2
1985-86	11	57	10	42	13	38	11	13	13	2	15	--
1986-87	3	88	3	65	8	47	9	19	10	4	15	--
From Out-of-State Schools/Programs												
1984-85	15	--	13	2	14	3	--	--	--	--	--	--
1985-86	9	20	12	3	9	9	--	--	--	--	--	--
1986-87	10	--	4	9	4	13	6	--	6	--	6	--

Recap

4(1). Exemplary teachers received more in-state and out-of-state inquiries (personal, phone, mail) than did Exemplary Administrators.

4(2). As more Exemplary Programs were funded over the succeeding years, the numbers of Exemplary Teachers who received no personal, phone, or mail inquiries decreased sharply, and the numbers of phone and mail inquiries increased sharply, particularly from Pennsylvania schools/programs.

4(3). Replication personnel received far fewer inquiries than did the Exemplary personnel.

4(4). Replication Teachers and Administrators reported about the same numbers of either no inquiries or personal-phone-mail inquiries from Pennsylvania schools/programs. Replication Administrators reported no out-of-state inquiries.

4b. Materials Dissemination, Reported by Teachers (Tables 24-25):

Key Findings

	Exemplary Teachers		Replication Teachers		
Types of Materials	# Requests Reported	Total # Disseminated	% Who Requested	% Who Received	% in Need, Did Not Receive
Course goals	44	1,898	50	67	—
Curriculum guide	52	1,683	71	79	4
Descriptive brochures	204	7,226	79	100	—
Equipment lists	4	99	25	29	4
Performance objectives	44	1,817	42	46	4
Planned vocational course	46	1,168	29	38	4
Task list	58	1,098	29	38	4
Total curriculum	47	1,256	33	38	4
Video tape/slides	10	73	17	21	4
On-site technical assistance (from mentor program)	—	—	21	25	8
Telephone consultation (from mentor)	—	—	42	58	—

Recap

4(5). Aside from descriptive brochures (204 requests for brochures and 7,226 disseminated), the next item most requested of Exemplary Teachers was task list (58 requests and 1,098 disseminated).

4(6). Course goals, curriculum guides, total curriculum, and planned vocational courses were also frequently requested and disseminated in large numbers by Exemplary Teachers.

4(7). Only 4% of Replication Teachers checked that they requested but did not receive dissemination materials, and only 8% did not receive requested on-site technical assistance from their mentor Exemplary Programs.

4c. Number of Formal Presentations Reported (to local teacher groups, at local professional meetings/associations, at regional/state meetings/associations, at PVEC, to community groups, to local employers, and "others"), by Year of Activity (Tables 26-29).

Key Findings

Presentation Year	Exemplary Teachers	Replication Teachers	Exemplary Administrators	Replication Administrators
1983-84	3	--	2	--
1984-85	67	6	33	5
1985-86	132	25	123	55
1986-87	215	19	175	45
Group Total	417	50	333	105

Recap

4(8). Nearly one-half of the 417 formal presentations made by Exemplary Teachers and of the 333 reported by Exemplary Administrators occurred in 1986-87. Replication Administrators made twice as many formal presentations (105) as did Replication Teachers (50) over the study years.

4(9). The majority of Exemplary Teachers and Exemplary Administrators reported making either no or few formal presentations in the categories and types of presentations listed on the questionnaire.

4(10). Exemplary Teachers reporting formal presentations were most likely to have presented to PVEC, regional/state meetings, local teacher groups, and local professional associations. Exemplary Administrators were most likely to have made formal presentations to a Board and Advisory Committees.

4d. Number of Visits Made To and By Exemplary Program Teachers, by Initial (Funding) Year (Table 30).

Key Findings

Initial Funding	# Visits Made to Exemplary Programs 0	Total #	# Visits to Other Programs by Exemplary Teachers 0	Total #
1983-84	2	23	--	--
1984-85	2	62	8	9
1985-86	5	95	11	23
1986-87	4	150	16	43

Recap

4(11). The number of visits made to Exemplary Program Teachers increased steadily each year: by 1986-87, only four teachers said not visits had been made to their programs, while the 27 teachers who reported the number of visits said that they had had a total of 150 visitors.

4(12). Exemplary Teachers reported 75 visits to other programs during the three-year dissemination period. Of 42 Exemplary Programs extent in 1986-87, 16 teachers made no visits.

4e. Problems/Constraints Experienced by Exemplary Programs/Replication Projects (Tables 31-33):

Key Findings

Of total respondents (of three groups queried in this item), 53% (n = 59) said they had experienced no problems or constraints in their Exemplary Program dissemination activities or the implementation of their Replication Project activities. In this "no problems" group there were 18 Exemplary Teachers (50% of those responding to the item), 16 Replication Teachers (62%), and 13 Exemplary Administrators (50%). The remainder indicated that they had experienced problems/constraints: 18 Exemplary Teachers (50%), 10 Replication Teachers (38%), and 13 Exemplary Administrators (50%). The respondents who experienced problems/constraints identified the following problems or constraints in dissemination or replication activities (shown by percentage) and the importance by number-one ranking. (All descriptors are included in the questionnaires are reported below.)

Problem/Constraint	Exemplary Teacher	Replication Teacher	Exemplary Administrator	Total
Administrative support	17	10	--	--
Local staff support	--	--	15	--
Difficulty in getting substitute teachers	17	--	15	12
Disruptive to class/school	28(1t)	20	31(1t)	27
Funding	33(1t)	--	23	22
Not worth the extra work	33	--	31	24
Resources too limited	22	--	31	19
State technical assistance	17	--	8	10
Teacher's time to limited	44(1t)	40(1t)	38(1t)	41(1)
Other	61	20	15	37

Recap

4(13). Only 38% of Replication Teachers said that they had experienced problems/constraints in replication activities (implementation); however, 50% of both Exemplary Teachers and Exemplary Administrators reported problems/constraints in dissemination of their Exemplary Programs.

4(14). The greatest constraint for Replication Teachers in implementation was "teacher's time too limited." This was also seen by Exemplary Teachers and Exemplary Administrators as a constraint in relation to dissemination. Exemplary Teachers also cited "funding" and "disruptive to class/school" as number-one problems. Exemplary Administrators, too, said that disruption was a number-one constraint/problem.

4f. Most and Least Effective Dissemination Procedures (Tables 34, 35; Figures 20-23):

Key Findings

Responses to open-ended questions were grouped after teachers wrote what their experience showed to be the most effective and least effective dissemination methods/procedures. Frequencies of responses, by category, were:

Methods/Procedures	Exemplary Teachers	Replication Teachers
Most Effective:		
Conferences/workshops	6	9
Direct contact visitations	12	12
Printed/mailed materials	7	3
Other	4	3
Least Effective:		
Phone contacts	7	2
Print/Mail Materials	8	10
Personal Visits	2	—
Other	5	3

Recap

4(15). Both Exemplary Teachers and Replication Teachers (12 of each) indicated that "direct contact/visitations" to Exemplary classes were the most effective dissemination methods. Exemplary Teachers stressed the importance of prior notification before visits from prospective Replication Teachers and Replication Administrators whose visits should include observing the classroom in action and allowing time for the Exemplary Teacher to explain materials and procedures.

4(16). The next most frequently mentioned effective dissemination method was conferences/workshops: for large/small groups, for statewide or regional vocational education conferences/workshops, and to other groups (peer, civic, business, advisory).

4(17). Although some Exemplary Teachers and Replication Teachers mentioned printed/mailed materials among "most effective dissemination methods," more teachers felt that this was the "least effective" dissemination method, from the standpoint that this method alone allows no opportunity for interaction.

4g. Exemplary Dissemination and Replication Implementation Assistance Reported by Teachers (Tables 41-43):

Key Findings

Assistance Provider	Exemplary Teacher	Replication Teacher
Local administration	69(1)	72
Mentor Exemplary Program Teacher	—	76(1)

Recap

4(18). Both Exemplary Teachers (69%) and Replication Teachers (72%) credited their local administrators with providing effective dissemination or replication assistance. Replication Teachers, however, were more likely to cite the teachers of their mentor Exemplary Programs as providing the greatest assistance to implementation.

Conclusions

4.1 As more Exemplary Programs were funded over the succeeding years, the numbers of Exemplary Teachers who received no personal, phone or mailed inquiries decreased sharply and the number of phone, and mail inquiries increased sharply, particularly from Pennsylvania schools/programs. Replication personnel received far fewer inquiries than did the Exemplary personnel. The most requested items were descriptive brochures and task lists.

4.2 Publicity materials (i.e., brochures and videotapes) were widely disseminated by Exemplary Teachers. In addition, Exemplary Teachers appear to have responded to requests made by Replication Teachers and others contemplating replication for curriculum materials. Also, Exemplary Teachers appear to have responded satisfactorily for telephone consultation and on-site technical assistance within the constrictions of their dissemination travel allowance.

4.3 Exemplary Teachers made more formal presentations over the study years than did Exemplary Administrators. Replication personnel, whose projects were funded for only one year, were less likely to make formal presentations than Exemplary personnel, and Replication Administrators made twice as many formal presentations as did Replication Teachers. The majority of all populations, however, made no or few formal presentations about their programs.

4.4 The number of visits made to Exemplary Teachers increased steadily each funding year. Exemplary Teachers made relatively few visits to other programs. More than one-third of the teachers of the 42 Exemplary Programs in 1986-87 did not leave their schools to visit other programs.

4.5 One-half of both Exemplary Teachers and Exemplary Administrators reported problems/constraints in Exemplary Program dissemination activities, and the greatest problems were limitations of the teacher's time and disruption to class or school. Exemplary Teachers also felt constrained by funding. Replication personnel were also likely to discover that implementation activities were a problem in that they imposed greater demands on the teacher's time.

4.6 Teachers, both Exemplary and Replication, appear to value direct contact or visitations to share knowledge about Exemplary Program content and methods. These visitations should be pre-planned to allow sufficient time for program observation and discussion. Various conferences and workshops are valuable for general dissemination about the Exemplary Programs. Printed and mailed materials are regarded as both beneficial and ineffective.

4.7 Replication Teachers acknowledged the importance of assistance from their mentor Exemplary Program Teachers in implementing Replications.

4.8 Assistance and encouragement from the administrators is highly valued and credited by Exemplary Teachers and Replication Teachers.

OBJECTIVE 5.0: To determine how schools learned about Exemplary Program Project and Project Replication funds (Tables 36-40):

Key Findings

Information Source	Exemplary Teacher	Replication Teacher	Exemplary Administrator	Replication Administrator
Correspondence from PDE/BVAE	50	38	50	41
Direct contact from PDE/BVAE staff	59(1)	54	67(1)	36
Personal desire to improve program	47	79(1)	—	—
Teacher who wanted to apply	—	—	21	41(1)
Visit to an Exemplary Program	6	67	—	36

Recap

5(1). Exemplary personnel (Exemplary Teachers, 59%, and Exemplary Administrators, 67%) were most likely to learn about Exemplary Program/Project funds as a result of direct contact from PDE/BVAE staff.

5(2). Although 79% of the Replication Project Teachers indicated that they had learned about Replication funding as a result of their desire to improve the vocational program, only 41% of Replication Administrators chose this response. They did, though, rank this as the number-one factor.

5(3). Exemplary Teachers who first received funding in 1983-84, the 1985-86 Replication Teachers, and the 1986-87 Exemplary Administrators were the groups (when reviewed by year) who were most likely to say that they had found out about the Program/Project through direct contact with PDE/BVAE staff. Among Replication Administrators, those funded in 1985-86 were most likely to credit "teacher who wanted to apply" as their source of information about the Program/Project.

Conclusions

5.1 The study populations learned about Exemplary Program-Project funds through diverse channels. Exemplary personnel appear to have obtained the majority of their information from direct contact and/or correspondence from PDE/BVAE staff.

5.2 Replication Projects appear to have learned most about the project as a result of the teachers' desire to improve their programs and an Exemplary Program visitation.

OBJECTIVE 6.0: To list services provided by State staff to Replication Projects (Tables 50, 51):

Key Findings

6a. Resource Materials/Information:	Replication Teachers
Information about replicating an Exemplary Program	84(1)
Descriptive literature about Exemplary Programs	76
Replication Project guidelines	84(2)
Exemplary Program criteria guidelines	60
6b. Assistance Provided:	
Consultation visit by State Program Specialist	48(1)
Assistance in contacting (mentor) Exemplary Program personnel	62
Suggestions for adaptations of mentor Exemplary Programs	52

Recap

6(1). Replication Teachers check-ranked "information about replication" (84%) and "replication project guidelines" (84%) as the two most useful kinds of materials/information received from State Staff

(BVAE).

6(2). Although 62% of Replication Teachers checked "assistance in contacting mentor Exemplary Program personnel" and 52% checked "suggestions for adaptations of mentor Exemplary Programs," they ranked "consultation visit by State Program Specialist" as the most important service provided by State Staff to Replication Projects.

Conclusions

6.1 State Staff (BVAE) provided Replication Teachers with information about Replication Project guidelines and Exemplary Program descriptions and criteria.

6.2 Nearly two-thirds of the Replication Teachers received assistance from State Staff in contacting Exemplary Program mentors.

6.3 Although Replication Teachers valued consultation visits by State Program specialists, only one-half received such a visit and only one-half were assisted by State Staff in adapting the mentor program.

OBJECTIVE 7.0: To identify the characteristics of an exemplary vocational education program and associated replication project:

7a. **Rank Order of Importance of Exemplary Program Components (Tables 44-47).**

Key Findings

Respondents were asked to rank eight descriptors in the order of importance ("1" the most important, "2" the next most important, etc.). Not all respondents ranked each of the eight factors (descriptors) presented, but chose, instead, to rank only those "top" items of importance to them. Therefore, a summary of most important ("1") factors were supplemented by a "total of all rankings" to reflect the frequency by which the factor (descriptor) was selected by the three queried populations to be included in the ranking.

Exemplary Program Component	Ranking, by #1 Choice ET	RT	EA	Total	Total All Rankings
Administrative support	4	4t	1	2	2
Advisory committee	--	--	--	--	7
Competency-based vocational education	2	4t	4	3	4
Curriculum	3	2	3	4	1
Local community involvement	--	3t	--	6t	6
Resources	5t	3t	5t	5	5
Student placement	5t	5	5t	6t	8
Teacher	1	1	2	1	3
(Other: Funding of competitive budget by PDE)	--	--	5t	7	--

Recap

7(1). According to "number one rankings" selected, Replication Teachers and Exemplary Teachers ranked the "teacher" as the most important component to Exemplary Program status. Exemplary Administrators ranked "administrative support" as the most important component and the "teacher" as the second most important.

7(2). The longer a Program had held Exemplary status, the more likely Exemplary Teachers and Exemplary Administrators were to rank "teacher" as the most important factor in making the Program Exemplary.

7(3). By totaling the number of "ranking" votes cast by all three respondent groups, "curriculum" emerged as the most important factor in making a program Exemplary, followed by "administrative support" and "teacher."

7b. Exemplary Teacher Report of Modifications to Program by Funding Year (Table 48, Figure 24):

Key Findings

		Frequency, by Type of Modification				
Funding Year	% Reporting Modifications	Curriculum	Equipment	Dissem. Materials	Personnel	General Upgrading
1983-84	50	2	1	—	1	—
1984-85	73	5	1	1	1	1
1985-86	64	6	1	—	—	1
1986-87	18	2	1	—	1	—
TOTAL	51	15	4	1	3	2

Recap

7(4). One-half to three-fourths of the Exemplary Teachers who had Exemplary Programs two or more years said that they had modified their program.

7(5). Curriculum was the most frequently mentioned area of modification. Only one person had modified dissemination materials. Only four said they received new equipment.

7c. Adoption/Implementation of Mentor Exemplary Program by Replication Teacher (Table 49):

Key Findings

Adoption/Implementation	Frequency (n = 24)
100% with no changes	1
100% with minor changes	5
Less than 100%, more than 75%	4
About 50% to 75%	7
Less than 50%	7
If 100%, degree to which now able to meet Exemplary Program criteria:	
100%	2
75% to 99%	2
Less than 100%; further development anticipated to fully implement mentor Exemplary Program:	
Yes	10
No	3

Recap

7(6). Only 6 of 24 Replication Teachers reporting said that they had adopted/implemented 100% of the mentor Exemplary Program. Two of these felt that they were now ready to become Exemplary Programs. Ten of the 18 who said they had implemented less than 100% did anticipate further development toward full implementation.

Conclusions

7.1 Teachers recognize the energy and enthusiasm of an Exemplary Teacher as the primary characteristic in creating an Exemplary Program.

7.2 Administrators, while acknowledging the importance of the Exemplary Program Teachers, are more likely to credit the functions of administrative support in achieving Exemplary status.

7.3 Although Exemplary Teachers, being in the forefront, are aware of the need for continuous updating, only about one-third reported definitive curriculum revisions.

7.4 The majority of the Replication Teachers do not fully implement the mentor program, choosing instead to integrate those segments that will strengthen their programs.

OBJECTIVE 8.0: To identify the levels of local support (fiscal included) needed to supplement exemplary program funding.

Key Findings

Exemplary Programs are, according to the Guidelines, entitled to $2,500 per year of approved status to fund Program dissemination activities. Note: At the time of the survey, 1986-87 costs may not have been available to respondents.

8a. Annual Costs of Exemplary Program Dissemination, by Fiscal Year (Table 52):

		Exemplary Teachers		Exemplary Administrators	
	$ Cost	n	Total $ Cost	n	Total $ Cost
1984-85	0	15	—	—	—
	400-600	2	1,200	1	400
	2,500	5	12,500	3	7,500
	3,125-8,000	12	9,750	4	18,450
Subtotal		19	23,450	8	26,150
1985-86	0	—	—	8	—
	400-2,000	8	10,350	4	4,800
	2,500	3	7,500	3	7,500
	2,600-7,000	5	20,050	9	39,100
Subtotal		16	37,900	16	51,400
1986-87	0	1	—	—	—
	200-2,400	8	11,900	7	10,200
	2,500	4	10,000	6	15,000
	2,900-7,000	7	25,400	11	42,650
Subtotal		20	47,300	24	67,850
Three-Year Total Costs:			108,650		145,400

Recap

8(1). Exemplary Teachers reported a total three-year dissemination cost of $108,650. Exemplary Administrators reported $145,400.

8(2). Only 12 of 55 Exemplary Teachers (aggregate total reporting by funding years) said that their dissemination costs were $2,500.

8(3). For the annual funding periods, 12 of the 48 Exemplary Administrators reported annual dissemination costs of $2,500.

8(4). Eighteen Exemplary Teachers and 12 Exemplary Administrators reported spending less than the $2,500 dissemination allowance, with amounts ranging from $200 to $2,400.

8(5). Twenty-four Exemplary Teachers and 24 Exemplary Administrators reported spending more than the $2,500 dissemination allowance, with amounts ranging from $2,600 to $8,000.

8b. Special Local Fundings Leveraged by Exemplary/Replication Status (Tables 53-54).

Key Findings

Special Local Funds	ET	RT	EA	RA
No special funds	n = 28	n = 14	n = 19	n = 11
Yes, special funds	n = 7	n = 10	n = 6	n = 10

	Total $ (n)	Total $ (n)	Total $ (n)	Total $ (n)
Equipment	8,000(3)	19,000(8)	9,000(2)	17,635(8)
Facility	1,300(3)	7,110(3)	300(1)	300(1)
Nonprint materials	2,575(3)	—(-)	2,675(3)	—(-)
Supplies	2,350(6)	1,000(4)	2,750(5)	3,400(5)
Textbook/print materials	500(1)	6,100(2)	5,500(3)	7,900(5)
Other	300(1)	5,400(1)	1,814(4)	300(1)
Total Reported	15,025	38,610	22,039	29,535
Group Totals	$53,635		$51,571	

Recap

8(6). Only 7 of 35 Exemplary Teachers (and 6 of 25 Exemplary Administrators) said that special local funds had been provided, while 10 of 24 Replication Teachers (and 10 of 21 Replication Administrators) said that the Project had leveraged special local funds.

8(7). Perceptions of the amounts of special local funds leveraged by Exemplary/Replication status differ between Exemplary Teachers and Exemplary Administrators and between Replication Teachers and Replication Administrators. Only one-fourth of the Exemplary

Teachers said that special local funds had been provided ($15,025) and one-third of the Exemplary Administrators said that special local funds had been provided ($22,039).

8(8). Ten of 24 Replication Teachers reported special local funds leveraged by Replication status ($38,610). Ten of 21 Replication Administrators reported a total of $29,535.

Conclusions

8.1 Over a three-year period, 30 Exemplary Teachers (by aggregate count) were apt to estimate having spent the allocated $2,500 dissemination allowance or less, and 24 Exemplary Teachers reported dissemination costs greater than $2,500.

8.2 Over the three-year period, 24 Exemplary Administrators (by aggregate count) reported having spent the allocated $2,500 dissemination allowance or less, and 24 Exemplary Administrators reported dissemination costs greater than $2,500.

8.3 Only about one-fourth of the aggregate Exemplary personnel reporting dissemination costs over a three-year period (Exemplary Teachers, 22%, and Exemplary Administrators, 25%) said they spent exactly $2,500, the funded dissemination grant allowance.

8.4 With 55 Exemplary Teachers (of the three-year aggregate) reporting a total of $108,650 for three-year dissemination period, the average expenditure reported by Exemplary Teachers was $1,975.

8.5 With 48 Exemplary Administrators (of the three-year aggregate) reporting a total of $145,400 for the three-year dissemination period, the average expenditure reported by Exemplary Administrators was $3,029.

8.6 According to Exemplary Teachers' perceptions, the average dissemination costs doubled from 1984-85 to 1985-86 and remained at that level for 1986-87. (The average cost for 19 Exemplary Teachers reporting for 1984-85 was $1,234; the average for 16 Exemplary Teachers reporting for 1985-86 was $2,309; and the average for 20 Exemplary Teachers reporting for 1986-87 was $2,365.)

8.7 According to Exemplary Administrators' perceptions, the average dissemination cost remained about the same for 1984-85 and 1985-86, but dropped somewhat for 1986-87. (The average cost for 8 Exemplary Administrators reporting for 1984-85 was $3,269; the average for 16 Exemplary Administrators reporting for 1985-86 was $3,212; and the average for 24 Exemplary Administrators reporting for 1986-87 was $2,827).

8.8 Replication projects were more likely to leverage local funds than were Exemplary Projects. Local funds were utilized for equipment and supplies in a few Replication and Exemplary Projects.

8.9 Replication personnel reported that the greatest amounts of local funds were provided for equipment.

OBJECTIVE 9.0: (To determine) Whether and to what extent is project funding adequate for replication of an Exemplary vocational education program (Tables 55-57):

Key Findings

Desired Category of Expenditure	ET	RT
Development/adaptation, revision, printing - curriculum materials	75(1)	88(1)
Development ... promotional brochures/materials	66	50
Development ... slide/video	63	67
Equipment	34	54
Substitute teacher salary	57	50
Travel (workshop/conference presentations)	75(2)	42
Travel (to provide/receive on-site technical assistance)	57	54

Recap

9(1). Both Exemplary Teachers (75%) and Replication Teachers (88%) checked "development/adaptation, revision, printing of curriculum materials" as the most desired category of expenditure of State funds for Exemplary/Replication Projects.

9(2). More than one-half of the Exemplary Teachers who checked "development/adaptation, revision, printing of curriculum materials" as a desired category of expenditure also ranked it as the number-one, or most desired.

9(3). "Travel to provide on-site technical assistance" was ranked second by Exemplary Teachers, 75% of whom had said this was a desired category for the use of State funds.

9(4). Two-thirds of the Exemplary Teachers wanted to be able to "develop or update promotional/dissemination materials" (brochures, slide/video).

9(5). One-third of the Exemplary Teachers wanted to be able to purchase program improvement equipment (not currently permitted as a use of State funds) to keep their programs exemplary. These opinions were emphasized in the on-site visitations.

9(6). Two-thirds of the Replication Teachers wanted to be able to develop promotional slide/video materials to publicize their programs.

9(7). About one-half of the Replication Teachers wanted to be able to spend State funding for promotional brochures/materials and substitute teachers' salaries.

9(8). Replication Teachers were somewhat more likely to feel that State funding should cover travel to mentor Exemplary Programs than to cover travel to workshop/conference presentations.

9(9). Only 54% of Replication Teachers checked "equipment" as a desired category of spending for State funds.

Conclusions

9.1 According to the checklist of items presented to Exemplary Teachers and Replication Teachers to identify whether project funding was adequate for Exemplary Program Project dissemination and replication:

a. Dissemination funding is more important for "development/adaptation, revision, printing of curriculum materials" and for "travel to workshops/conferences presentations."

b. Exemplary Teachers also value funding to develop and revise promotional brochures/materials and slide/video materials.

c. Replication Teachers value funding to develop/adapt/revise printing of curriculum materials and would also like to be able to develop promotional materials.

9.2 Communication support (phone, postage) was least highly valued by Exemplary Teachers and Replication Teachers.

OBJECTIVE 10.0: (To determine) whether and to what extent the Exemplary Program Project for Vocational Education should be continued:

Key Findings

10a. (Freeform) Suggestions for Increasing Exemplary Program Project Effectiveness (Tables 58, 59; Figures 25, 26):

Suggestion Category	ET n	RT n	EA n	RA n	Total n
PDE Support:					
Procedures	12	11	9	4	36
Funding	7	4	8	2	21
Dissemination:					
Conferences	4	—	2	2	8
General	2	—	—	3	5
Other	3	4	—	2	9
TOTAL	28	19	19	13	79

Recap

10(1). Nearly one-half of the suggestions (from the 79 responses to this item) for increasing the Exemplary Program Project effectiveness were concerned with BVAE procedures that would support the marketing of Exemplary Programs; e.g.,

a. Regular communications with Programs/Projects.

b. Printing and mailing of Exemplary Program Curriculum materials.

c. More visible advocacy through a widely circulated directory of Programs/Projects.

10(2). Nearly one-fourth of the free-form responses to the request for suggestions were concerned with funding; e.g.,

a. Formulate a varying annual dissemination funding scale to accommodate activities and materials revisions.

b. Include an Exemplary dissemination budget line item for equipment purchase (A.V. or computer).

c. Include an Exemplary dissemination budget line item for a teacher stipend (honorarium) for personal time devoted to dissemination efforts.

d. Increase Exemplary dissemination program line item allowance for travel (conferences, workshops, on-site technical assistance).

10b. (Freeform) Comments Regarding Exemplary Program Project (Tables 60, 61; Figures 29, 30):

Key Findings

Comment	ET	RT	EA	RA	Total
Category	n	n	n	n	n
PDE Role:					
Support	5	1	1	4	11
Funding	6	—	—	—	6
Dissemination	5	—	—	1	6
Motivation	4	4	1	2	11
Benefits	2	1	10	1	14
Other	5	3	2	4	14
TOTAL	27	9	14	12	62

Recap

10(3). Nearly one-fourth of the comments addressed the benefits of the Program/Project, citing its good public relations value, its motivational value, and its value in increasing the quality of vocational education programs.

10(4). Approximately 18 percent of the comments offered by the four populations were concerned with PDE's role in supporting the

Exemplary Program Project.

Conclusions

10.1 The consensus of respondents who supplied "free-form" comments was that the Exemplary Program Project effort is worthwhile and should be continued and supported, with some procedural modifications.

10.2 Some of the procedural modifications are:

a. Standardized procedures and policies regarding identification and funding of Exemplary Programs and Replication Projects.

b. Continuous and continued advocacy of the value of the Exemplary Program Project in order to maintain and enhance public perceptions of the quality of the Project and to encourage teachers from wider geographic and program areas to apply for Exemplary and Replication status.

OBJECTIVE 11.0 **To determine what State level benefits result from Exemplary program activity dissemination and program replication:**

The conclusions regarding this objective have been drawn from the composite study findings.

Conclusions

11.1 The Exemplary Program Project is regarded by its participants as a capstone demonstration of vocational program excellence.

11.2 Formal recognition and funding enable and encourage individual vocational educators to strengthen and maintain their commitment to prepare students to enter and succeed in occupations that support the growth of industry and business in Pennsylvania.

11.3 Teachers and Administrators agree that enrollment in a program that holds Exemplary status (Exemplary Program/Replication Project) increases student interest, program recruitment, effectiveness, student motivation, and program completion.

11.4 The positive public relations generated by Exemplary or Replication status brings about public awareness and appreciation of the contributions of vocational education to the school improvement effort. There is also evidence that in many cases Exemplary Program Project status encourages local school boards and administrators as well as local business/industry to supplement the State Project funding and local program budget.

11.5 Exemplary Program Project status is a tool for encouraging articulation with other educational agencies, resulting in an economy of time, money, personnel, and facility/equipment usage.

11.6 Pennsylvania's belief in the autonomy of the local educational agencies precludes standardized vocational curricula. However, the recognition of Exemplary Programs ostensibly provides a means for every local vocational program to access a model curriculum that meet industry standards, is competency-based, and can be individualized for each student.

CHAPTER VI

RECOMMENDATIONS

The data for this study was supplied through (a) a review of related information and records at the Bureau of Vocational and Adult Education, Pennsylvania Department of Education, (b) surveys of teachers and administrators of Exemplary Programs cited and approved for dissemination funding during Fiscal Years 1983-84, 1984-85, 1985-86, and the first half of 1986-87 and teachers and administrators of Replication Projects approved for funding in Fiscal Years 1984-85 and 1985-86, and (c) case studies of 17 funded projects (11 Exemplary Programs and six Replication Projects) which were drawn from interviews with teachers and administrators of the selected projects.

The study findings indicated that the Exemplary Program Project for Vocational Education has had a positive effect on the State's vocational education effort and should be continued.

As in all areas of major emphasis in education, implementation experience yields suggestions for reappraisal and revision. The following recommendations for Pennsylvania's Exemplary Program Project for Vocational Education are presented in three categories:

A. Administration, selection, and support activities provided by the Bureau of Vocational and Adult Education

B. Exemplary Program and Replication Project funding

C. Site administration and implementation activities of Exemplary Programs and Replication Projects

A. BVAE Administration, Selection and Support

1. Standardize procedures and policies regarding identification and support of Exemplary and Replication projects:

   a. Revise Exemplary Program Criteria to assure compliance with Chapters 5 and 6 Regulations and Standards and Federal legislation, or

   b. Develop a single set of Exemplary Program Criteria universal to all program areas to supplement the existing Criteria specific to each program area. Relax the mandatory requirement that an Exemplary Program must have an integral vocational student organization when an applicant program can verify that leadership development competencies and activities are integral to the planned vocational course(s) with the program.

2. Ensure that each Exemplary Program maintains (and that Replication Projects are attaining) Exemplary standards by conducting annual on-site review and evaluation.

3. Encourage the submission of applications for more Exemplary Programs in the Central and Western Regions of the State to achieve representation of all program areas in each of the three Regions (Western, Central, and Eastern) in a representative variety of eligible school settings.

   a. Place emphasis on encouraging the submission of applications for Exemplary (as well as Replication) projects from all Trade and Industrial Education program areas.

b. Directive feedback should be provided by the BVAE Exemplary Program Coordinator to Exemplary Program and Replication Project applicants who have been unsuccessful in attaining the desired status.

4. Recruit Exemplary/Replication project applications through a direct mailing of a directory of all Exemplary Programs to vocational teachers and directors. The directory should include:
   a. Name of school, address, telephone number
   b. Name of program and year Exemplary status was received
   c. Name of instructor, address, telephone number
   d. List of schools which have replicated the program
   e. Titles (and brief description) of planned vocational courses that comprise the program
   f. Annotated list of primary materials available to Replication Projects from (1) the mentor program and/or (2) BVAE
5. Facilitate State-sponsored visitation days to Exemplary Programs:
   a. Encourage small groups of prospective Replication applicants to visit only on these days to avoid visitation overload.
   b. Encourage prospective Replication Project staff to visit more than one Exemplary Program before selecting the mentor site. Require evidence that Replication staff (teacher and administrator) have visited these sites.
6. Adhere to a three-stage application process for Replication Projects: pre-application to BVAE; documented mentor-site visitations; and formal application for Replication funding.

7. Increase regularity of BVAE communications with each Exemplary Program and Replication Project. Issue a formal survey instrument to determine the assistance required by each Program/Project: at the end of six and 12 months to Exemplary Programs; during the sixth month of Replication Projects (to determine needs); and during the 12th month of Replication Projects to determine implementation success and intentions of seeking Exemplary status.
8. Develop a manual of guidelines for Exemplary and Replication project staff.
    a. Include activities and procedures that are expected of the staff, standardized evaluation forms, and dissemination and implementation "how-to's".
    b. Provide an annual Fall workshop for Exemplary and Replication project staff. The workshop should include instruction on the use of the manual and provide opportunity for Replication Projects to share ideas and modifications with their mentor Exemplary Programs.
9. Help Exemplary Teachers to reduce the amount of individual dissemination required by Exemplary Programs. Have Exemplary Program curriculum materials duplicated and mailed by the PDE Resource Center to approved Replication Projects.
10. Provide State-level public relations support:
    a. Present a "banner" or some other prominent, readily distinguishable form of recognition to Replication Projects as well as to Exemplary Programs.

  - b. Either mail news releases about Exemplary Programs/Replication Projects to local papers and school districts or include models in the "how-to" guidelines manual. (Some Exemplary/Replication respondents felt that State-generated news releases carry more clout with the media.)
  - c. Continue to promote the Exemplary Program Project for Vocational Education in the Pennsylvania Bulletin and other Statewide educational publications.
  - d. Assure that the Secretary of Education and other key Pennsylvania Department of Education personnel are fully cognizant of the Exemplary Program Project's successes and value to administrators, teachers, counselors, and students of all ages across the Commonwealth.
  - e. Encourage the Workshop Component of each of the four Centers for Vocational Personnel Development to promote the Exemplary Program Project; e.g., utilize Exemplary Program teachers as peer-presenters in pedagogical and technical updating workshops.

11. Conduct followup research to identify the outcomes and publicize the benefits of the Exemplary Programs and Replication Projects to the vocational student.

B. Exemplary Program/Replication Funding

1. Standardize the Exemplary Program award schedule; e.g.,
  - a. Establish a cut-off date for submission of proposals/ applications for Exemplary status, such as March 1.

   b. Review applications from April 1 through May 31. Assure that the applicant program has met or is capable of meeting Compliance Review standards.
   c. Notify applicant of acceptance or rejection by June 15.
   d. Distribute funding by July 1.

2. Standardize the Replication Project award schedule; e.g.,
   a. Accept preapplications two times a year, such as September 30 and February 28.
   b. Accept applications prior to November 30 and April 30.
   c. Complete application review by December 31 and May 31.
   d. Notify applicant of acceptance or rejection by January 15 and June 15.
   e. Distribute funding by February 1 and July 1.
   f. Extend the funding for February 1 recipients to January 31 in the following fiscal year.
3. Retain the varying grant allocation schedule for Exemplary Programs with the following modifications:
   a. Year One, $5,000 - to accommodate: (1) rising costs of dissemination materials development/production; (2) an honorarium allowance to remunerate the Exemplary Teacher for non-school-contract hours; (3) travel for teacher-to-teacher technical updating workshops in each of the three Regions and/or Statewide, allowing for the utilization of Exemplary Program teachers as conference/workshop presenters; (4) travel for follow-up visitations to mentored Replication Projects; and (5) equipment purchases (computer, computer

Projects; and (5) equipment purchases (computer, computer software, videotape player).

- b. Year Two, $2,500 - to sustain Year 1 activities.
- c. Year Three, $4,000 - to revise/update dissemination materials and to accommodate the increased demand for dissemination materials/activities fostered by program publicity.
- d. Year Four, $3,000 - to sustain Year 3 activities.
- e. Year Five, $2,500 - to sustain Year 4 activities. It should be anticipated that additional Exemplary Programs in each of the vocational program areas and each Region will reduce the dissemination and mentoring demands on the original grant recipients.

4. Retain the $6,000 grant ceiling for one-year funding for Replication Projects and either
   - a. Reimburse funded Replication Projects for travel (by teacher and administrator) to at least two possible mentor sites, or
   - b. Reimburse (through an enabling grant) the travel costs incurred by the teacher and administrator whose pre-application for Replication Project funding has been recommended to be succeeded by an application.

C. Exemplary/Replication Project Site Administration and Implementation

1. Allocate time for BVAE staff (Exemplary Project Coordinator and staff with vocational program expertise; i.e., "program specialists" and Regional field consultants) to facilitate closer communication with and technical assistance to

Exemplary/Replication project teachers and administrators.

2. Assist prospective Replication Project personnel to schedule visitation appointments with Exemplary Programs during the period between pre-application and application. Assure that visitations be for one full day so that visiting team will gain a full perspective of the prospective mentor program's operational philosophy.
3. Encourage mentor teachers to visit their Replication(s) during the latter half of the Replication Project's funded year in order to provide on-site mentorship and to exchange ideas and modifications.
4. Provide written guidelines at annual or bi-annual seminars for LEA administrators to promote the Exemplary Program Project and to encourage and help the administrators to facilitate teachers' implementation and dissemination efforts. Guidelines should address, for example, teacher release time to prepare promotional materials and curriculum, dissemination activity facilitation, visitor management, and regional/state conference participation.
5. Encourage the proclamation of an "Exemplary Program/Replication Project Day" during Vocational Education Week to foster school and community recognition of and support for the local Exemplary Programs and Replication Projects.

APPENDICES

APPENDIX A

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Vocational Education
333 Market Street
Harrisburg, PA 17126-0333

APPLICATION FORM FOR THE EXEMPLARY VOCATIONAL EDUCATION PROGRAM PROJECT

Name of School ______________________________

Superintendent/Director/Principal ______________________________

Mailing Address ______________________________

____

______________________________ Zip Code ________

Telephone ______________ - ______________________
Area Code

I.U. ______________________________

Brief Description of Program Applying (50 words or less):

Submitted by ______________________ ______________________
(Type/Print) (Signature)

Position ______________________________ Date __________

Building Principal/Director ______________________ ______________________
(Type/Print) (Signature)

Please return this form to:

Vernon L. Register, Coordinator
Exemplary Vocational Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

PDE-3090

APPENDIX B

Marketing and Distributive Education

mde

Exemplary Program Criteria

PENNSYLVANIA DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

July 30, 1985

Dear Colleague:

Attached is the second edition of criteria for the Bureau of Vocational and Adult Education's Exemplary Program Project "In Search of Excellence." The Exemplary Program Project is beginning its second year and is providing the impetus for vocational education program development and improvement.

There are many exemplary programs being conducted for students in Pennsylvania schools. I think it our collective professional responsibility to identify them and replicate the methods and materials, insofar as possible, to give other students and teachers the means to continue program development and improvement.

I hope you will take time from your busy schedule to review the criteria and discuss it with your appropriate staff. Please give participation in this project consideration.

Sincerely,

Jerry C. Olson, Director
Bureau of Vocational and Adult Education

Introduction

The Bureau of Vocational and Adult Education's Exemplary Program Project, "In Search of Excellence" is designed to identify outstanding vocational education programs in Pennsylvania schools and attempt to adopt/adapt the successful practices that make them exemplary.

The following criteria are presented by the Pennsylvania Department of Education for use by teachers and administrators to conduct a self assessment of a vocational education program. The criteria set high standards to be used to evaluate curriculum, facilities and instruction. Administrators and teachers of vocational education programs which meet or exceed these standards should take satisfaction in knowing that students are receiving superior education and training.

If after conducting a thorough and satisfactory self assessment using the criteria checklist, the teacher and administrator wish to share their practices with others, they are invited to complete the application form attached to the criteria and send it along with a copy of the completed checklist to the indicated address.

We hope these criteria are helpful and encourage you to participate in this effort to improve vocational education in Pennsylvania.

Exemplary Criteria for Marketing and Distributive Education

Standard 1 - Purpose	Yes	No	But	Comment
MDE is a program designed to meet the needs of all persons who are preparing to enter a marketing and/or distributive occupation or an occupation requiring competency in one or more of the marketing functions.				
1.1 The program closely communicates with the marketing and distribution industry to keep abreast of the changing needs as they apply to the potential employment of the students.				
1.2 The program is provided by a school which is accredited by regional or State agencies and displays a currently valid Program Approval Certificate.				
1.3 The current program goals are consistent with PDE guidelines.				

Standard 2 - Administration	Yes	No	But	Comment
Program administration must insure that instructional activities support and promote the goals of the program.				
2.1 Program will show evidence of active support from all levels of school administration.				
2.2 A statement of philosophy for vocational MDE is approved by the school and is on file with the administration.				
2.3 Program has an active and useful advisory committee. The committee to include representation from business and industry, school administration, alumni, parents and an MDE student. Advisory Committee must meet a minimum of twice a year and keep minutes of the scheduled meetings.				
2.4 The administration and teacher agree to make exemplary program curricular material available upon request.				
2.5 The administration agrees to release the exemplary teacher without cost to the school at least three days per funded year to assist other schools replicating the exemplary program.				
2.6 The administration and teacher agree to schedule at least two (2) days per month for visitations.				

Standard 3 - Learning Resources	Yes	No	But	Comment
Support materials consistent with both program goals and performance objectives must be available to staff and students.				
3.1 Show evidence of having a resource library containing current materials and trade journals, newspapers, magazines, textbooks.				
3.2 Resource books and other instructional materials are supplied in sufficient quantity to meet program goals and course objectives and are utilized in instruction.				
3.3 Textbooks are utilized in instruction.				
3.4 Business, industry and labor resources from the community are utilized for instruction.				

Standard 4 - Finances	Yes	No	But	Comment
Funding must be provided to meet the approved program goals and performance objectives.				
4.1 Money is budgeted for purchase of equipment and supplies to accomplish course objectives.				
4.2 Money is budgeted for instructional materials to accomplish course objectives including DECA activities.				
4.3 Money is budgeted for staff development including release time, substitutes, and travel for inservice, professional, and DECA activities.				

Standard 5 - Student Services	Yes	No	But	Comment
Pre-admission interviews, counseling services, and placement follow-up procedures must be used.				
5.1 The program must show a cooperative effort with guidance counselors for student recruitment. (Program/ curriculum selection)				
5.2 The program will maintain individual student files for all students enrolled in the program. This file is to contain the following: o occupational objective				
o copy of cooperative training plan				
o DECA awards/recognition				
5.3 Placement records are maintained for student cooperative training while participating in program.				
5.4 Follow-up placement records are kept for students upon graduation.				

Standard 6 - Instruction	Yes	No	But	Comment
Instruction must be systematic and reflect program goals. Specific performance objectives with criterion referenced measures must be used.				
6.1 The program is competency-based and includes: a) occupational analysis and validated competencies; b) a systematic instructional process; c) clearly stated predetermined performance standards.				
6.2 MDE program must have a planned course of study (curriculum) on file and a plan for implementation. Example: IDEC or other career competency based instruction.				
6.3 An exemplary MDE program must: o Prepare students to make a meaningful occupational choice.				
o Emphasize career opportunities in Marketing and Distribution.				
o Must prepare students for entry level occupations in the area of marketing.				
o Emphasis placed on developing problem solving - decision making ability.				
o Must include instruction in job seeking skills and job retention skills.				
o Produce students who have mastered the basic competencies such as mathematics, human relations, economics and communications.				

Standard 6 - Instruction (Cont.)	Yes	No	But	Comment
o Show evidence of long range planning for secondary and post-secondary training/retraining.				
o Show evidence of implementing a working relationship with other curriculum areas in the school.				
o Emphasize student awareness to safety on the job.				
o Must emphasize communication skills.				
o Show evidence of teaching advanced technology. Example: Electronic scanning, computerized inventory control.				
o Will include instruction in the skills needed for small business management and an understanding and apprenticeship of entrepreneurship.				
6.4 The MDE program meets the minimum time requirements for classroom related instruction. + A three-year program contains 1,080 hours of instruction. + A two-year program contains 720 hours of instruction. (A maximum of 120 hours per year can be related math, science, or English courses taught by certified teachers.)				
6.5 The MDE teacher/coordinator will utilize community resources as part of the total instructional plan. Example: Parents, business leaders, graduates, etc.				

Standard 7 - Equipment	Yes	No	But	Comment
Equipment used in the program must reflect technology and industry and must also be the type needed to meet the program goals and performance objectives.				
7.1 The classroom/lab facility shall have adequate equipment.				
o Office with telephone				
o School store				
o Display area				
7.2 All students will have access to equipment necessary for training in new and emerging occupational skills.				
7.3 The facility and program site is architecturally accessible to students with handicapping conditions.				

Standard 8 - Facilities	Yes	No	But	Comment
Physical facilities must be adequate to permit achievement of the program goals and performance objectives.				
8.1 The MDE program facility shall have adequate floor space: o one teacher program -- 1600 - 1800 square feet minimum				
o two teacher program -- 2250 - 2650 square feet minimum				
8.2 Physical resources such as the facility, equipment, and instructional materials are provided to assist in achieving the program goals and course objectives.				
8.3 Facility shows evidence of having adequate work stations appropriate to class size.				

Standard 9 - Instructional Staff	Yes	No	But	Comment
The instructional staff must have technical competency and meet all the state and local requirements for certification/ credentialing.				
9.1 The teacher of the program possesses a currently valid Pennsylvania certificate for the area/subject that he/she teaches.				
9.2 A teacher who in addition to being properly certified has adequate work experience and shows evidence of seeking occupational and professional growth.				
9.3 A job description of the teacher coordinator is available showing the duties and/or responsibilities.				
9.4 Professional staff meets all state certification and competency requirements.				
9.5 The MDE teacher-coordinator possesses the professional and occupational competencies necessary to prepare students for entry and employment.				
9.6 The MDE teacher is a learning manager in the classroom and provides the competency for individualized instruction.				
9.7 The MDE teacher-coordinator must show evidence of professional growth. Example: o Summer workshop attendance				
o Additional university credits earned				
o District meeting attendance				

Standard 9 - Instructional Staff (Cont.)	Yes	No	But	Comment
9.8 The MDE teacher/teachers in the program is/are numbers of an actively participate in professonal organizatons relative to their program and area of specialization.				

Standard 10 - Cooperative Agreement	Yes	No	But	Comment
Written policies and procedures must be used for cooperative training programs.				
10.1 Program shows evidence that cooperative education is a method of instruction used through a planned cooperative arrangement between the school and employers.				
10.2 A written training agreement signed by the school, student, parent, and employer is on file for each student.				
10.3 An individualized written training plan which shows evidence of progressive on-the-job learning activities is on file.				
10.4 A certified coordinator supervises the on-the-job activities of the MDE students.				
10.5 Students are placed on school-approved work stations which satisfy the career objectives of the student.				
10.6 The coordinator conducts a minimum of five on-site evaluations per semester per student.				
10.7 The school grants credit for the cooperative education work experience.				
10.8 The program complies with existing federal and state laws concerning payment of the existing legal wage and provisions for insurance protection.				

Standard 11 - Leadership Training	Yes	No	But	Comment
Written procedures and curriculum for integrating leadership training must be provided.				
11.1 Program must emphasize the development of leadership skill through active DECA chapter as an integral part of the curriculum and adequate time is provided for teacher-coordinator to supervise DECA chapter.				
11.2 Program will show evidence of public relations activities promoting the image of MDE and DECA.				
11.3 MDE program will show evidence of community involvement.				

Standard 12 - Student Populations Served	Yes	No	But	Comment
All students regardless of their race, sex, creed, national origin, or special needs are admitted to and served by the program.				
12.1 The program is available to all students regardless of race, sex, creed, national origin or handicap.				
12.2 The MDE teacher/coordinator provides equal opportunity for all special needs students.				
12.3 Supportive services are available to special need students who are mainstreamed into the regular instructional program. Support services include, but are not limited to, remedial reading, remedial math, instructional aides, etc.				
12.4 The school or program has a written policy which includes prohibition of discriminatory practices and procedures for all offered program.				
12.5 Placement of special needs students into a program includes a systematic vocational evaluation of each student.				

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Vocational and Adult Education
333 Market Street
Harrisburg, PA 17126-0333

APPLICATION FORM
FOR THE
EXEMPLARY VOCATIONAL EDUCATION PROGRAM PROJECT

Name of School ____________________

Superintendent/Director/Principal ____________________

Mailing Address ____________________

____

____________________ Zip Code ________

Telephone ____________ - ____________________
Area Code

I.U. ____________________

Brief Description of Program Applying (50 words or less):

Submitted by ____________________ ____________________
(Type/Print) (Signature)

Position ____________________ Date ________

Building Principal/Director ____________________ ____________________
(Type/Print) (Signature)

Please return this form to:

Vernon L. Register, Coordinator
Exemplary Vocational Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

PDE-3090

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
(date)

SUBJECT: Exemplary Program Dissemination Proposal

TO: (1) cc: (2)

FROM: Vernon Register

Attached is a copy of the proposal that when approved will provide (3) to support your exemplary program(s) dissemination activities.

The proposal has three parts:

A. a standard contract (PDE-3501)
B. application for vocational education program funds (PDE-3032)
C. the proposal

- o Please attach a copy of your district's/school's policy statement regarding Title IX, and/or discrimination to the proposal as the last page.
- o Please provide the enrollment figures for the exemplary program(s) only.
- o The superintendent, director of the AVTS, or institutional president should sign the contract at the "red X" on PDE-3501.
- o The exemplary program teacher, curriculum supervisor or building principal should sign at the red X on PDE-3032.
- o If the budget page needs to be changed in any way (substitute rates, mileage reimbursement to conform to district policies) please do so but do not exceed the total.
- o Please make 4 copies of the proposal and send them PLUS the original to me as soon as possible.
- o New Exemplary Programs are expected to develop a video tape or to do a slide tape program provided in the budget to describe and help disseminate the exemplary program's methods and materials. Veteran exemplary programs are to revise or update their AV and printed material.

If you have any questions, please do not hesitate to contact me.

Attachment

VLR/v62/___

Revised 8/19/86

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
October 27, 1986

SUBJECT: Exemplary Program Dissemination Proposal

TO: Dr. Edward Geer
Director of Secondary Vocational Programs
Williamsport Area Community College

cc: Dennis Ringling
File

FROM: Vernon Register

Attached is a copy of the proposal that when approved will provide $2,500.00 to support your exemplary program(s) dissemination activities.

The proposal has three parts:

A. a standard contract (PDE-3501)
B. application for vocational education program funds (PDE-3032)
C. the proposal

- Please attach a copy of your district's/school's policy statement regarding Title IX, and/or discrimination to the proposal as the last page.
- Please provide the enrollment figures for the exemplary program(s) only.
- The superintendent, director of the AVTS, or institutional president should sign the contract at the "red X" on PDE-3501.
- The exemplary program teacher, curriculum supervisor or building principal should sign at the red X on PDE-3032.
- If the budget page needs to be changed in any way (substitute rates, mileage reimbursement to conform to district policies) please do so but do not exceed the total.
- Please make 4 copies of the proposal and send them PLUS the original to me as soon as possible.
- New Exemplary Programs are expected to develop a video tape or to do a slide tape program provided in the budget to describe and help disseminate the exemplary program's methods and materials. Veteran exemplary programs are to revise or update their AV and printed material.

If you have any questions, please do not hesitate to contact me.

Attachment

VLR/v62/G3570

V121P (Plural)

TITLE: Dissemination Activities
for ___(1)___: Pennsylvania Exemplary
Vocational Education Programs

APPLICANT: ___(2)___

INSTITUTION: ___(3)___

BEGINNING DATE: ___(4)___

ENDING DATE: June 30, 1987

ESTIMATED BUDGET: ___(5)___

Narrative

· Dissemination Activities for ___(6)___ will be a project to promote and support vocational education program improvement efforts of schools wishing to replicate exemplary program practices.

· ___(7)___ at ___(8)___ have been designated as Exemplary Vocational Education Programs by the Pennsylvania Department of Education's Bureau of Vocational and Adult Education. This proposal is written to apply for a grant to provide support for dissemination of exemplary practices and materials to other similar ___(9)___ programs.

Objectives include but are not limited to:

- o Providing a model for others to observe;
- o Disseminating curriculum and instructional materials to be used by other vocational educators wishing to improve programs;
- o Providing examples of exemplary instructional behaviors to vocational teachers;
- o Furnishing technical assistance to replicating school personnel;
- o Promoting quality vocational education;
- o Providing presentations at workshops, conferences and meetings of vocational educators;
- o Attending conferences to maintain high levels of instructional competency and curriculum validity.

Contributions to Education

Replication of exemplary program practices and materials will improve the quality of vocational education of students in the replicating school. Additionally, modeling is the most cost efficient means of program improvement because it avoids wasting time and money in duplicating pre-exemplary materials, practices and procedures.

Dissemination activities of these exemplary programs furthers excellence in education and provides a model which specifically promotes vocational education.

Significant professional development opportunities exists for teachers and administrators during dissemination and diffusion activities for ___(10)___. The grant pursuant to this proposal will allow administrative and instructional personnel from ___(11)___ to provide on-site technical assistance to replicating schools. This will permit a one to one professional development opportunity to occur for teachers and administrators.

Products to be Delivered

A final report describing the diffusion and dissemination activities of (12) will be provided. Additionally, a list of visitors to (13) will be supplied.

.Copies of all promotional and public information material developed as a result of this grant for exemplary programs will accompany the final report.

Evaluation

The exemplary programs will be evaluated by the visitors who inspect the program and by the state exemplary program coordinator.

V127P
(Plural Version)
Revised 8/19/86

BUDGET

Salaries: for substitute teachers		
10 days @ $40/day		$ 400.00
Travel: to make presentations at workshops/conferences		
400 miles @ .205/mi.	$ 82.00	
3 nights lodging @ $40/night	120.00	
5 days subsistence @ $24/day	120.00	
		322.00
: to provide on-site technical assistance to replicating schools		
750 miles @ .205/mi.	153.00	
5 nights lodging @ $40/night	200.00	
7 days subsistence @ $24/day	168.00	
		521.00
Communication:		
Postage	350.00	
Telephone	57.00	
		407.00
Other:		
Development and printing of promotional brochures and curriculum materials	500.00	
		500.00
: Development or revision of slide tape or video tape program	350.00	350.00
TOTAL		$2,500.00

BUDGET

Salaries: for substitute teachers		
12 days @ $45/day		$ 540.00
Travel: to make presentations at workshops/conferences		
700 miles @ .205/mi.	$ 143.50	
6 nights lodging @ $40/night	240.00	
10 days subsistence @ $24/day	240.00	
		623.50
: to provide on-site technical assistance to replicating schools		
1,000 miles @ .205/mi.	205.00	
8 nights lodging @ $40/night	320.00	
10 days subsistence @ $24/day	240.00	
		765.00
Communication:		
Postage	350.00	
Telephone	121.50	
		471.50
Other:		
Development and printing of promotional brochures and curriculum materials	1,250.00	
		1,250.00
: Development or revision of slide tape or video tape program	350.00	350.00
	TOTAL	$4,000.00

BUDGET

Salaries: for substitute teachers		
18 days @ $60/day		$ 780.00
Travel: to make presentations at workshops/conferences		
900 miles @ .205/mi.	$ 185.00	
9 nights lodging @ $45/night	405.00	
24 days subsistence @ $24/day	576.00	
		1,166.00
: to provide on-site technical assistance to replicating schools		
900 miles @ .205/mi.	185.00	
10 nights lodging @ $45/night	450.00	
12 days subsistence @ $24/day	288.00	
		923.00
Communication:		
Postage	531.00	
Telephone	250.00	
		781.00
Other:		
Development and printing of promotional brochures and curriculum materials	650.00	
		650.00
: Development or revision of slide tape or video tape program	1,700.00	
		1,700.00
	TOTAL	$6,000.00

APPENDIX D

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
April 20, 1987

SUBJECT: **Pennsylvania's Exemplary
Vocational Education Project**

TO: Exemplary Programs
Replication Sites
Chief School Administrators for
Exemplary Programs and
Replication Sites

FROM: Jerry C. Olson, Director 4/22/87
Bureau of Vocational and Adult Education

The Pennsylvania Department of Education, Bureau of Vocational and Adult Education, has awarded a contract to the University of Pittsburgh to conduct "A Study of the Exemplary Program Project for Vocational Education (Identification, Dissemination and Replication - 1983 to 1986)." The research will be directed by Dr. Cheryl Steczak and Dr. Ona Kay Kinter from the University of Pittsburgh.

You have been a recipient of an award from the Bureau of Vocational and Adult Education for an exemplary program or a replication site during the period from 1983 to 1986. All recipients of awards as exemplary or replication of exemplary programs or replication sites constitute the population for the study. The researchers will be gathering data through a survey of all recipients and case studies of a sample of the recipients.

This memorandum has the following two purposes:

1. To authorize the researchers to conduct research on programs at your institution as a contract function of the Department of Education.

2. To ask your cooperation in responding to their inquiries.

I want to thank you in advance for assisting the Department in determining the impact of an initiative and in determining future directions and activities for vocational education in the Commonwealth.

JCO/TRW/rjk/g0983

APPENDIX E-1

May

Dear

The Pennsylvania Department of Education (PDE), Bureau of Vocational and Adult Education has engaged the University of Pittsburgh to conduct a study to determine the Impact of the Exemplary Program Project in Pennsylvania. The study covers the school years 1983-1986. All Exemplary/Replication Programs funded during those years are included in the study.

Completion of the enclosed questionnaire by May 20 will help PDE determine the extent to which the Exemplary Program Dissemination and Replication vocational education projects have resulted in:

(1) successful exemplary program/replication implementation

(2) the dissemination of effective vocational education programs to
  - the local education agency (LEA),
  - the specific vocational program,
  - the statewide competency-based curriculum effort;

(3) motivation for school officials and teachers to develop or replicate additional exemplary programming.

If you have any questions concerning the purpose or content of the survey, please contact:

Dr. Ona Kay Kinter (648-7354) or
Dr. Cheryl W. Steczak (648-7355)
Vocational Education Program
University of Pittsburgh
4M01 Forbes Quadrangle
Pittsburgh, PA 15260

Your cooperation will make a positive effort toward the continued quality of Exemplary/Replication Programs throughout Pennsylvania.

Sincerely,

Dr. Ona Kay Kinter
Project Coordinator
University of Pittsburgh

Dr. Cheryl Steczak
Project Coordinator
University of Pittsburgh

OKK/CS:drf

Enclosure

Appendix E-2

UNIVERSITY OF PITTSBURGH
Department of Instruction and Learning

Vocational Education

Survey of
EXEMPLARY PROGRAM DISSEMINATION PROJECTS - 1983 to 1986

TEACHER SURVEY

School Name ____________________

Exemplary Program Teacher ____________________

Name of Person Completing Survey ____________________

Title ____________________

Phone ____________________

Name of Exemplary Program ____________________

Years Funded for Dissemination: 1983-84 _____
(Check all that apply)
1984-85 _____
1985-86 _____

Study Objectives

To determine the extent to which the Exemplary Program Dissemination and Replication vocational education projects have resulted in:

(1) successful exemplary program/replication project implementation;

(2) the dissemination of effective vocational education practices to
- local educational agencies (LEAs)
- specific vocational programs;

(3) motivating school officials and teachers to develop or replicate additional exemplary programming.

1. The five sections of this item concern "Benefits" associated with Exemplary status. For each section, read the list of possible benefits, and:
   (1) In the left column, check (✓) all that you feel were affected by (benefited from) your Exemplary Program status; then,
   (2) In the right column, rank the top five items you checked to show what you feel received the most benefit. (Let "1" show the greatest benefit, "2" the next greatest, etc.)

A. Benefits to Students

	Check	Rank	
a.	___	___	Student interest
b.	___	___	Student recruitment
c.	___	___	Student motivation
d.	___	___	Student completion
e.	___	___	Co-op placement (if applicable)
f.	___	___	Placement (job, postsecondary, military)
g.	___	___	Job advancement opportunities
h.	___	___	Other (specify): ______________________

B. Benefits to Personnel

a.	___	___	Administrative support
b.	___	___	Interest/motivation of other teachers
c.	___	___	Staff morale
d.	___	___	Staff support
e.	___	___	Support staff inservice
f.	___	___	Teacher inservice
g.	___	___	Your interest/motivation
h.	___	___	Other (specify): ______________________

C. Benefits to Curriculum

a.	___	___	Competency-based curriculum materials
b.	___	___	Competency-based instruction
c.	___	___	Curriculum administration/management
d.	___	___	Curriculum upgrading to industry standards
e.	___	___	Individualized instruction for student career goals
f.	___	___	Individualized instruction for students with special needs
g.	___	___	Integrated safety instruction
h.	___	___	Integrated vocational student organization
i.	___	___	Performance evaluation
j.	___	___	Program philosophy/goals
k.	___	___	Other (specify): ______________________

(1. Continued)

D. Benefits to Program

	Check	Rank	
a.	___	___	Facility management/adaptation
b.	___	___	Local industry support
c.	___	___	New equipment purchases
d.	___	___	Occupational (craft) advisory committee involvement
e.	___	___	Program print and nonprint resources
f.	___	___	Program publicity
g.	___	___	Program recognition
h.	___	___	Public reaction/support
i.	___	___	School (general) advisory committee support
j.	___	___	Supplies
k.	___	___	Other (specify): ______________________________

E. Benefits to School

a.	___	___	Articulation with other educational agencies
b.	___	___	Board recognition
c.	___	___	Community relationships
d.	___	___	Local press
e.	___	___	National recognition
f.	___	___	Statewide recognition
g.	___	___	Other (specify): ______________________________

2. About how many inquiries have you, personally, had each year from other schools/programs interested in your Exemplary Program? (Write the number.)

		Type of Inquiry		
		Personal	Phone	Mail
a. Pennsylvania	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___
b. Out-of-state	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___

3. Please describe the dissemination of materials from your Exemplary Program:
   (1) In the left column, check (✓) the materials that have been requested by other teacher/schools; then,
   (2) In the right column, write the quantity (total numbers) of the materials you actually disseminated.

	Requested	Total Number Disseminated	
a.	___	___	Course goals
b.	___	___	Curriculum guide
c.	___	___	Descriptive brochures
d.	___	___	Equipment list
e.	___	___	Performance objectives
f.	___	___	Planned vocational course
g.	___	___	Task list
h.	___	___	Total curriculum
i.	___	___	Video tape/slides
j.	___		Other (specify):
		___	___
		___	___
		___	___

4. How many formal presentations have you made on your Exemplary Program?

	1983-84	1984-85	1985-86	1986-87
a. To local teacher groups	___	___	___	___
b. At local professional meetings (associations)	___	___	___	___
c. At regional/state meetings (associations)	___	___	___	___
d. At PVEC (Pennsylvania Vocational Education Conference)	___	___	___	___
e. To community groups	___	___	___	___
f. To local employers	___	___	___	___
g. Other (specify):				
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___

5. Please relate the number of visits made to you and by you regarding your Exemplary Program.
   (1) In the left column, write the number of visits that were made to you, each year, by others interested in finding out about your Exemplary Program; then,
   (2) In the right column, write the number of visits you made to other sites/schools to tell about your Exemplary Program.

	Number of Visits Made by Others To You	Number of Visits Made by You To Others
a. 1983-84	____	____
b. 1984-85	____	____
c. 1985-86	____	____
d. 1986-87	____	____

6. Did you experience problems/constraints in your dissemination activities

a. ___ No problems/constraints
b. ___ Yes
   (1) If you answered "Yes," read the following list, and
      (a) In the left column, check (✓) all that apply:
      (b) In the right column, rank the top five. (Let "1" show the greatest problem/constraint, "2" the next, etc.)

	Check	Rank	
a.	___	___	Administrative support
b.	___	___	Difficulty in getting substitute teachers
c.	___	___	Disruptive to class/school
d.	___	___	Funding
e.	___	___	Not worth the extra work
f.	___	___	Resources too limited
g.	___	___	State technical assistance
h.	___	___	Teacher's time too limited
i.	___		Other (specify):
		___	______________________________
		___	______________________________
		___	______________________________

7. Please describe what you feel is the MOST effective dissemination procedure:

8. Please describe what you feel is the LEAST effective dissemination procedure:

9. How did you find out about the Exemplary Program project?
(1) In the left column, check (✓) all that apply;
(2) In the right column, rank the top five (of the total list) in the order of importance to your decision to pursue Exemplary status. (Let "1" be the most important, etc.)

	Check	Rank	
a.	___	___	Correspondence from PDE's Bureau of Vocational and Adult Education (BVAE)
b.	___	___	Direct contact from PDE BVAE staff
c.	___	___	Direct contact from BVAE Regional Consultant
d.	___	___	Information mailed to you by an Exemplary Program teacher
e.	___	___	Local professional meetings (associations)
f.	___	___	Occupational (craft) advisory committee
g.	___	___	Other teacher(s) in your school
h.	___	___	"Pennsylvania Bulletin"
i.	___	___	Personal desire to improve program
j.	___	___	Personal inquiry to PDE/BVAE
k.	___	___	PVEC presentations/displays
l.	___	___	Regional/state professional meetings (associations)
m.	___	___	School administrator
n.	___	___	School supervisory staff
o.	___	___	Visit to an Exemplary Program
p.	___	___	Visit from an Exemplary Program teacher
q.	___		Other (specify):
		___	________________________________
		___	________________________________
		___	________________________________

10. Please rate, by rank order, the following factors in terms of their importance to making your program "Exemplary." (Use "1" to show the item of greatest importance, etc.)

a. ___ Administrative support
b. ___ Advisory committee
c. ___ Competency-based vocational education
d. ___ Curriculum
e. ___ Local community involvement
f. ___ Resources
g. ___ Student placement
h. ___ Teacher
i. ___ Other (specify and include in rank order):

___ ______________________________
___ ______________________________
___ ______________________________

11. What agencies/individuals helped you in the dissemination of your Exemplary Program?
(1) In the left column, check (✓) all that apply;
(2) In the right column, rank the top five of those you checked. (Let "1" show the agency/group that provided the greatest support/help, etc.)

	Check	Rank	
a.	___	___	Advisory committee
b.	___	___	Ben Franklin Partnership
c.	___	___	Community
d.	___	___	Counselors
e.	___	___	Intermediate Unit
f.	___	___	JTPA/PIC
g.	___	___	Local administration
h.	___	___	Local employers
i.	___	___	Local supervisory staff
j.	___	___	Other teachers
k.	___	___	PDE (BVAE) Regional Consultant(s)
l.	___	___	Other (specify): ______________________ ______________________

12. Have you modified your Exemplary Program since it was first cited as Exemplary?

a. ___ No
b. ___ Yes
(1) If "Yes," please explain the modifications:

13. Please estimate the actual cost of dissemination for each year, including travel, printing, postage, substitutes' pay, etc. The figure you report should include both Exemplary project funding and local funding.

a. $__________ 1983-84
b. $__________ 1984-85
c. $__________ 1985-86
d. $__________ 1986-87

14. Were special local funds provided to your program as a result of Exemplary recognition?

a. ___ No
b. ___ Yes

(1) If you answered "Yes,"
(a) In the left column, check (✓) all that apply;
(b) In the right column, write the amount of the local funds that were provided.

	Check	Amount	
a.	___	$______	Equipment
b.	___	$______	Facility renovations/improvements
c.	___	$______	Nonprint materials
d.	___	$______	Supplies
e.	___	$______	Textbooks/print materials
f.	___		Other (specify):
		$______	______________________
		$______	______________________
		$______	______________________

15. What should be the allowable expenditures (for use of State funds) in an Exemplary Project?
(1) In the left column, check (✓) all that apply;
(2) In the right column, rank the top five of those you checked. (Let "1" represent the most important, etc.)

	Check	Rank	
a.	___	___	Development/revision/printing of curriculum materials
b.	___	___	Development/printing of promotional brochure(s)
c.	___	___	Development/revision of slide/video tape programs
d.	___	___	Equipment
e.	___	___	Postage
f.	___	___	Substitute teacher salary
g.	___	___	Teacher aide salary
h.	___	___	Telephone
i.	___	___	Travel (to make presentations at workshops/ conferences)
j.	___	___	Travel (to provide on-site technical assistance to replicating schools)
k.	___	___	Other (specify): ______________________ ______________________ ______________________

16. If you have suggestions for increasing the effectiveness of the Exemplary Program project, please list them:

17. Are there any comments you would like to add about the Exemplary Program effort in Pennsylvania?

THANK YOU FOR YOUR HELP!

Appencix E-3

UNIVERSITY OF PITTSBURGH
Department of Instruction and Learning

Vocational Education

Survey of
EXEMPLARY PROGRAM REPLICATION PROJECTS - 1984 to 1986

TEACHER SURVEY

School Name ______________________________

Replication Program Teacher ______________________________

Name of Person Completing Survey ______________________________

Title ______________________________

Phone ______________________________

Name of Replication Project ______________________________

Years Funded for Replication: 1984-85 ______

1985-86 ______

Study Objectives

To determine the extent to which the Exemplary Program Dissemination and Replication vocational education projects have resulted in:

(1) successful exemplary program/replication project implementation;

(2) the dissemination of effective vocational education practices to
  - local educational agencies (LEAs)
  - specific vocational programs;

(3) motivating school officials and teachers to develop or replicate additional exemplary programming.

1. Which Exemplary Program(s) did you replicate?

	Mentor Program Title	School Name
a.		
b.		

2. The five sections of this item concern "Benefits" associated with Replication Project status. For each sectiond, read the list of possible benefits, and:
(1) In the left column, check (✓) all that you feel were affected by (benefited from) your Replication Project status;
(2) In the right column, rank the top five items you checked to show what you feel received the most benefit. (Let "1" show the greatest benefit, "2" the next greatest, etc.)

A. Benefits to Students

	Check	Rank	
a.			Student interest
b.			Student recruitment
c.			Student motivation
d.			Student completion
e.			Co-op placement (if applicable)
f.			Placement (job, postsecondary, military)
g.			Job advancement opportunities
h.			Other (specify): ______________________________

B. Benefits to Personnel

a.			Administrative support
b.			Interest/motivation of other teachers
c.			Staff morale
d.			Staff support
e.			Support staff inservice
f.			Teacher inservice
g.			Your interest/motivation
h.			Other (specify): ______________________________

(2. Continued)

C. Benefits to Curriculum

	Check	Rank	
a.			Competency-based curriculum materials
b.			Competency-based instruction
c.			Curriculum administration/management
d.			Curriculum upgrading to industry standards
e.			Individualized instruction for student career goals
f.			Individualized instruction for students with special needs
g.			Integrated safety instruction
h.			Integrated vocational student organization
i.			Performance evaluation
j.			Program philosophy/goals
k.			Other (specify): ______________________________

D. Benefits to Program

a.			Facility management/adaptation
b.			Local industry support
c.			New equipment purchases
d.			Occupational (craft) advisory committee involvement
e.			Program print and nonprint resources
f.			Program publicity
g.			Program recognition
h.			Public reaction/support
i.			School (general) advisory committee support
j.			Supplies
k.			Other (specify): ______________________________

E. Benefits to School

a.			Articulation with other educational agencies
b.			Board recognition
c.			Community relationships
d.			Local press
e.			National recognition
f.			Statewide recognition
g.			Other (specify): ______________________________

3. About how many inquiries have you, personally, had each year from other schools/programs interested in the Replication process? (Write the numbers.)

		Type of Inquiry		
		Personal	Phone	Mail
a. Pennsylvania	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___
b. Out-of-state	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___

4. Please check (✓) the types of materials/assistance that you (a) requested, (b) received, or (c) needed but did not receive from your mentor Exemplary Program.

	Requested	Received	Needed, Did Not Receive	
a.	___	___	___	Course goals
b.	___	___	___	Curriculum guide
c.	___	___	___	Descriptive brochure
d.	___	___	___	Equipment list
e.	___	___	___	On-site technical assistance
f.	___	___	___	Performance objectives
g.	___	___	___	Planned vocational course
h.	___	___	___	Task list
i.	___	___	___	Telephone consultation
j.	___	___	___	Total curriculum
k.	___	___	___	Video tape/slides
				Other (specify):
l.	___	___	___	___
m.	___	___	___	___
n.	___	___	___	___

5. How many formal presentations have you made on your Replication Project?

	1984-85	1985-86	1986-87
a. To local teacher groups	___	___	___
b. At local professional meetings (associations)	___	___	___
c. At regional/state meetings (associations)	___	___	___
d. At PVEC (Pennsylvania Vocational Education Conference)	___	___	___
e. To community groups	___	___	___
f. To local employers	___	___	___
g. Other (specify):			
___	___	___	___
___	___	___	___
___	___	___	___

6. Did you experience problems/constraints in your replication activities?

    a. ___ No problems/constraints
    b. ___ Yes
        (1) If you answered "Yes," read the following list, and
            (a) In the left column, check (✓) all that apply;
            (b) In the right column, rank the top five. (Let "1" show the greatest problem/constraint, "2" the next, etc.)

	Check	Rank	
a.	___	___	Administrative support
b.	___	___	Difficulty in getting substitute teachers
c.	___	___	Disruptive to class/school
d.	___	___	Funding
e.	___	___	Not worth the extra work
f.	___	___	Resources too limited
g.	___	___	State technical assistance
h.	___	___	Teacher's time too limited
i.	___		Other (specify):
		___	______________________________
		___	______________________________
		___	______________________________

7. Please describe what you feel is the MOST effective dissemination procedure (for Exemplary Programs):

8. Please describe what you feel is the LEAST effective dissemination procedure (for Exemplary Programs):

9. How did you find out about the Replication Project program?
   (1) In the left column, check (✓) all that apply;
   (2) In the right column, rank the top five (of the total list) in the order of importance to your decision to pursue Replication status. (Let "1" be "most important," etc.)

	Check	Rank	
a.	___	___	Correspondence from PDE's Bureau of Vocational and Adult Education (BVAE)
b.	___	___	Direct contact from PDE BVAE staff
c.	___	___	Direct contact from BVAE Regional Consultant
d.	___	___	Information mailed to you by an Exemplary Program teacher
e.	___	___	Local professional meetings (associations)
f.	___	___	Occupational (craft) advisory committee
g.	___	___	Other teacher(s) in your school
h.	___	___	"Pennsylvania Bulletin"
i.	___	___	Personal desire to improve program
j.	___	___	Personal inquiry to PDE/BVAE
k.	___	___	PVEC presentations/displays
l.	___	___	Regional/state professional meetings (associations)
m.	___	___	School administrator
n.	___	___	School supervisory staff
o.	___	___	Visit to an Exemplary Program
p.	___	___	Visit from an Exemplary Program teacher
q.	___		Other (specify):
		___	______________________________
		___	______________________________
		___	______________________________

10. Please rate, by rank order, the most significant factors that make the program you are replicating "exemplary." (Use "1" to show the item of greatest significance, etc.)

a. ___ Administrative support
b. ___ Advisory committee
c. ___ Competency-based vocational education
d. ___ Curriculum
e. ___ Local community involvement
f. ___ Resources
g. ___ Student placement
h. ___ Teacher
i. ___ Other (specify and include in rank order):

___ ______________________________
___ ______________________________
___ ______________________________

11. What local groups/individuals provided support as you planned/implemented your Replication Project?
(1) In the left column, check (✓) all that apply;
(2) In the right column, rank those you checked, with "1" being the greatest support/help.

	Check	Rank	
a.	___	___	Advisory committee
b.	___	___	Ben Franklin Partnership
c.	___	___	Community
d.	___	___	Counselors
e.	___	___	Intermediate unit
f.	___	___	JTPA/PIC
g.	___	___	Local administration
h.	___	___	Local employers
i.	___	___	Local supervisory staff
j.	___	___	Mentor Exemplary Program teacher
k.	___	___	Other teachers
l.	___	___	PDE (BVAE) Regional Consultant(s)
m.	___	___	Other (specify): ______________________ ______________________ ______________________

12. How much of the Exemplary Program you replicated did you actually adopt/implement?

a. ___ 100% - fully, with no changes
b. ___ 100% - with minor adaptations to accommodate local students/industry/classroom environment
c. ___ Less than 100%, but more than 75%
d. ___ About 50% to 75%
e. ___ Less than 50% - chose only some units of instruction, etc.

(1) If you answered "a" or "b" (100%), to what degree do you feel that, as a Replication site, you are now able to meet the criteria of an Exemplary Program?
(a) ___ 100%
(b) ___ 75% to 99%
(c) ___ 50% to 74%
(d) ___ Less than 50%

OR (2) If your answer was anything less than 100%, do you anticipate doing further development/modification in your program to fully implement the Exemplary Program you replicated?
(a) ___ Yes
(b) ___ No

13. This item seeks information about RESOURCE materials/information you received from State personnel to assist in the development/implementation of your Replication Project.
    (1) In the left column, check (✓) all that were provided to you by State personnel;
    (2) In the right column, rank the items you checked in the order of their usefulness to you in development and/or implementation.

	Check	Rank	
a.	___	___	Information about replicating an Exemplary Program
b.	___	___	Descriptive literature about Exemplary Programs
c.	___	___	Descriptive literature about the Exemplary Program you replicated
d.	___	___	Replication Project guidelines
e.	___	___	Planned vocational course guidelines
f.	___	___	Exemplary Program Criteria guidlines
g.	___	___	Competency-based vocational education (CBVE) guidelines
h.	___	___	Other (specify): ______________________

14. This item seeks information about assistance provided to you by STATE PERSONNEL in developing/implementing your Replication Project.
    (1) In the left column, check (✓) all that were provided to you by State personnel;
    (2) In the right column, rank the items you checked in the order of their usefulness to you in development and/or implementation.

	Check	Rank	
a.	___	___	Consultation visit by State Program Specialist
b.	___	___	Consultation visit by BVAE Field Consultant
c.	___	___	Assistance in contacting Exemplary Program personnel (Mentor program)
d.	___	___	Assistance in proposal writing
e.	___	___	Site visitation during proposal development
f.	___	___	Site visitation during project initiation
g.	___	___	Site visitation during project implementation
h.	___	___	Suggestions for mentor Exemplary Program modifications (for adaptation to meet your needs)
i.	___	___	Other (specify): ______________________

15. Were special local funds provided to your program as a result of Replication status?

a. ___ No
b. ___ Yes
(1) If you answered "Yes,"
(a) In the left column, check (✓) all that apply;
(b) In the right column, write the amount of the local funds that were provided.

	Check	Amount	
a.	___	$___	Equipment
b.	___	$___	Facility renovations/improvements
c.	___	$___	Nonprint materials
d.	___	$___	Supplies
e.	___	$___	Textbooks/print materials
f.	___		Other (specify):
		$___	___
		$___	___
		$___	___

16. What should be the allowable expenditures (for use of State funds) in a Replication Project?
(1) In the left column, check (✓) all that apply;
(2) In the right column, rank the top five of those you checked. (Let "1" represent the most important, etc.)

	Check	Rank	
a.	___	___	Adaptation/revision/printing of curriculum materials
b.	___	___	Adaptation/revision/printing of promotional materials
c.	___	___	Development/revision of audiovisual materials
d.	___	___	Equipment
e.	___	___	Postage
f.	___	___	Substitute teacher salary
g.	___	___	Teacher aide salary
h.	___	___	Telephone
i.	___	___	Travel (to make presentations at workshops/ conferences)
j.	___	___	Travel (to receive on-site technical assistance from replicated Exemplary Program)
k.	___	___	Other (specify): ___ ___ ___

17. If you have suggestions for increasing the effectivenss of the Exemplary Program/Replication Project, please list them:

18. Are there any comments you would like to add about the Exemplary Program/Replication Project effort in Pennsylvania?

THANK YOU FOR YOUR HELP!

UNIVERSITY OF PITTSBURGH
Department of Instruction and Learning

Vocational Education

Survey of
EXEMPLARY PROGRAMS - 1983 to 1986
and
REPLICATION PROJECTS - 1984-85 and 1985-86

ADMINISTRATOR SURVEY

School Name ______________________________

Superintendent/Vocational Director ______________________

Name of Person Completing Survey ______________________

Title ______________________

Phone ______________________

Title(s) of Exemplary Program(s):

Title(s) of Replication Project(s):

Study Objectives

To determine the extent to which the Exemplary/ Program Dissemination and Replication vocational education projects have resulted in:

(1) successful exemplary program/replication project implementation;

(2) the dissemination of effective vocational education practices to
  - local educational agencies (LEAs)
  - specific vocational programs;

(3) motivating school officials and teachers to develop or replicate additional exemplary programming.

1. The four sections of this item concern "Benefits" associated with Exemplary or Replication status. For each section, read the list of possible benefits, and:
   (1) In the left column, check (✓) all that you feel were affected by (benefited from) Exemplary or Replication status of the program(s) in your school;
   (2) In the right column, rank the top five items you checked to show what you feel received the most benefit. (Let "1" show the greatest benefit, "2" the next greatest, etc.)

A. Benefits to Students

	Check	Rank	
a.	___	___	Student interest
b.	___	___	Student recruitment
c.	___	___	Student motivation
d.	___	___	Student completion
e.	___	___	Co-op placement (if applicable)
f.	___	___	Placement (job, postsecondary, military)
g.	___	___	Job advancement opportunities
h.	___	___	Other (specify): ______________________________

B. Benefits to Personnel

a.	___	___	Interest/motivation of teacher(s) of Exemplary/ Replication program(s)
b.	___	___	Interest/motivation of teachers of other programs
c.	___	___	Your interest/motivation
d.	___	___	Support you give/gave to teachers of Exemplary/ Replication program(s)
e.	___	___	Staff morale
f.	___	___	Staff support to Exemplary/Replication teacher(s)
g.	___	___	Support staff inservice
h.	___	___	Teacher inservice
i.	___	___	Other (specify): ______________________________

C. Benefits to Program

a.	___	___	Facility management/adaptation
b.	___	___	Local industry support
c.	___	___	Occupational (craft) advisory committee involvement
d.	___	___	On-site Compliance Review by PDE (if this has occurred since Exemplary/Replication status)
e.	___	___	Program publicity
f.	___	___	Public reaction/support
g.	___	___	Resource identification
h.	___	___	Resource management
i.	___	___	School (general) advisory committee involvement
j.	___	___	School publicity
k.	___	___	New equipment purchases
l.	___	___	Supplies
m.	___	___	Other (specify): ______________________________

(1. Continued)

D. Benefits to School

	Check	Rank	
a.	___	___	Articulation with other educational agencies
b.	___	___	Board recognition
c.	___	___	Community relationships
d.	___	___	Local press
e.	___	___	National recognition
f.	___	___	Statewide recognition
g.	___	___	Other (specify): ______________________

2. How many inquiries have been made to you, personally, from others who are interested in replicating your Exemplary Program(s) or applying for Exemplary status or applying for funds to replicate some other Exemplary Program?

		Type of Inquiry		
		Personal	Phone	Mail
a. Pennsylvania	1983-84	___	___	___
	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___
b. Out-of-state	1983-84	___	___	___
	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___

3. How many formal presentations have you made on your school's Exemplary/Replication program(s)?

	1983-84	1984-85	1985-86	1986-87
a. To local teacher groups	___	___	___	___
b. At local professional meetings (associations)	___	___	___	___
c. At regional/state meetings (associations)	___	___	___	___
d. At conferences/workshops	___	___	___	___
e. To community groups	___	___	___	___
f. To local employers	___	___	___	___
g. To Board/advisory committees	___	___	___	___
h. Other (specify):				
______________________	___	___	___	___
______________________	___	___	___	___
______________________	___	___	___	___

4. How did you find out about the State's Exemplary Program/ Replication project?
   (1) In the left column, check (✓) all that apply;
   (2) In the right column, rank the top five (of the total list) in the order of importance to your decision to pursue Exemplary and/or Replication status. (Let "1" be "most important," etc.)

	Check	Rank	
a.	___	___	Annual Funding Guidelines (PDE)
b.	___	___	Correspondence from PDE Bureau of Vocational and Adult Education (BVAE)
c.	___	___	Direct contact from PDE/BVAE staff
d.	___	___	Direct contact from BVAE Regional Consultant
e.	___	___	Individual conversations with other administrators
f.	___	___	Intermediate Unit personnel
g.	___	___	Information mailed by an Exemplary program teacher
h.	___	___	Local professional meetings (associations)
i.	___	___	Occupational (craft) advisory committee(s)
j.	___	___	"Pennsylvania Bulletin"
k.	___	___	Personal inquiry to PDE/BVAE
l.	___	___	PVEC presentations/displays
m.	___	___	Regional/state professional meetings (associations)
n.	___	___	School (general) advisory committee
o.	___	___	School supervisory/administrative staff
p.	___	___	Teacher who wanted to apply
q.	___	___	Teacher(s) in your school, other than those who applied
r.	___	___	Visit to Exemplary program(s)
s.	___	___	Visit from Exemplary program teacher(s)
t.	___		Other (specify):
		___	______________________________
		___	______________________________
		___	______________________________

5. Were special local funds provided to your Exemplary/Replication program(s) as a result of their status?

   a. ___ No
   b. ___ Yes
      (1) If you answered "Yes,"
         (a) In the left column, check (✓) all that apply;
         (b) In the right column, write the amount of the local funds that were provided.

	Check	Amount	
a.	___	$_______	Equipment
b.	___	$_______	Facility renovations/improvements
c.	___	$_______	Nonprint materials
d.	___	$_______	Supplies
e.	___	$_______	Textbooks/print materials
f.	___		Other (specify):
		$_______	______________________________
		$_______	______________________________
		$_______	______________________________

6. Please estimate the actual costs of dissemination of your Exemplary program(s) each year, including travel, printing, postage, substitutes' pay, etc. The figure you report should include both the Exemplary project funding and local funding.

a. $__________ 1983-84
b. $__________ 1984-85
c. $__________ 1985-86
d. $__________ 1986-87

7. Are you aware of any problems/constraints in the Exemplary Program dissemination activities?

a. ___ No problems/constraints
b. ___ Yes
(1) If you answered "Yes," read the following list, and
(a) In the left column, check (✓) all that apply;
(b) In the right column, rank the top five. (Let "1" show the greatest problem/constraint, "2" the next greatest, etc.)

	Check	Rank	
a.	___	___	Local staff support
b.	___	___	Difficulty in getting substitute teachers
c.	___	___	Disruptive to class/school
d.	___	___	Funding
e.	___	___	Not worth the extra work
f.	___	___	Resources too limited
g.	___	___	State technical assistance
h.	___	___	Teacher's time too limited
i.	___		Other (specify):
		___	____________________
		___	____________________
		___	____________________

8. Please rate, by rank order, the following factors in terms of their importance to making your school's program(s) "Exemplary." (Use "1" to show the item of greatest importance, etc.)

a. ___ Administrative support
b. ___ Advisory committee
c. ___ Competency-based vocational education
d. ___ Curriculum
e. ___ Local community involvement
f. ___ Resources
g. ___ Student placement
h. ___ Teacher
i. ___ Other (specify and include in rank order):
___ ____________________
___ ____________________
___ ____________________

9. If you have suggestions for increasing the effectiveness of the Exemplary Program project, please list them:

10. Are there any comments you would like to add about the Exemplary Program effort in Pennsylvania?

THANK YOU FOR YOUR HELP!

Appendix E-5

UNIVERSITY OF PITTSBURGH
Department of Instruction and Learning

Vocational Education

Survey of
EXEMPLARY PROGRAMS - 1983 to 1986
and
REPLICATION PROJECTS - 1984-85 and 1985-86

ADMINISTRATOR SURVEY

School Name ____________________

Superintendent/Vocational Director ____________________

Name of Person Completing Survey ____________________

Title ____________________

Phone ____________________

Title(s) of Exemplary Program(s):

Title(s) of Replication Project(s):

Study Objectives

To determine the extent to which the Exemplary/ Program Dissemination and Replication vocational education projects have resulted in:

(1) successful exemplary program/replication project implementation;

(2) the dissemination of effective vocational education practices to
   - local educational agencies (LEAs)
   - specific vocational programs;

(3) motivating school officials and teachers to develop or replicate additional exemplary programming.

1. The four sections of this item concern "Benefits" associated with Exemplary or Replication status. For each section, read the list of possible benefits, and:
   (1) In the left column, check (✓) all that you feel were affected by (benefited from) Exemplary or Replication status of the program(s) in your school;
   (2) In the right column, rank the top five items you checked to show what you feel received the most benefit. (Let "1" show the greatest benefit, "2" the next greatest, etc.)

A. Benefits to Students

	Check	Rank	
a.	___	___	Student interest
b.	___	___	Student recruitment
c.	___	___	Student motivation
d.	___	___	Student completion
e.	___	___	Co-op placement (if applicable)
f.	___	___	Placement (job, postsecondary, military)
g.	___	___	Job advancement opportunities
h.	___	___	Other (specify): ______________________________ ___

B. Benefits to Personnel

a.	___	___	Interest/motivation of teacher(s) of Exemplary/ Replication program(s)
b.	___	___	Interest/motivation of teachers of other programs
c.	___	___	Your interest/motivation
d.	___	___	Support you give/gave to teachers of Exemplary/ Replication program(s)
e.	___	___	Staff morale
f.	___	___	Staff support to Exemplary/Replication teacher(s)
g.	___	___	Support staff inservice
h.	___	___	Teacher inservice
i.	___	___	Other (specify): ______________________________

C. Benefits to Program

a.	___	___	Facility management/adaptation
b.	___	___	Local industry support
c.	___	___	Occupational (craft) advisory committee involvement
d.	___	___	On-site Compliance Review by PDE (if this has occurred since Exemplary/Replication status)
e.	___	___	Program publicity
f.	___	___	Public reaction/support
g.	___	___	Resource identification
h.	___	___	Resource management
i.	___	___	School (general) advisory committee involvement
j.	___	___	School publicity
k.	___	___	New equipment purchases
l.	___	___	Supplies
m.	___	___	Other (specify): ______________________________

(1. Continued)

D. Benefits to School

	Check	Rank	
a.	___	___	Articulation with other educational agencies
b.	___	___	Board recognition
c.	___	___	Community relationships
d.	___	___	Local press
e.	___	___	National recognition
f.	___	___	Statewide recognition
g.	___	___	Other (specify): ______________________

2. How many inquiries have been made to you, personally, from others who are interested in replicating your Exemplary Program(s) or applying for Exemplary status or applying for funds to replicate some other Exemplary Program?

		Type of Inquiry		
		Personal	Phone	Mail
a. Pennsylvania	1983-84	___	___	___
	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___
b. Out-of-state	1983-84	___	___	___
	1984-85	___	___	___
	1985-86	___	___	___
	1986-87	___	___	___

3. How many formal presentations have you made on your school's Exemplary/Replication program(s)?

	1983-84	1984-85	1985-86	1986-87
a. To local teacher groups	___	___	___	___
b. At local professional meetings (associations)	___	___	___	___
c. At regional/state meetings (associations)	___	___	___	___
d. At conferences/workshops	___	___	___	___
e. To community groups	___	___	___	___
f. To local employers	___	___	___	___
g. To Board/advisory committees	___	___	___	___
h. Other (specify):				
______________________	___	___	___	___
______________________	___	___	___	___
______________________	___	___	___	___

4. How did you find out about the State's Exemplary Program/ Replication project?
   (1) In the left column, check (✓) all that apply;
   (2) In the right column, rank the top five (of the total list) in the order of importance to your decision to pursue Exemplary and/or Replication status. (Let "1" be "most important," etc.)

	Check	Rank	
a.	___	___	Annual Funding Guidelines (PDE)
b.	___	___	Correspondence from PDE Bureau of Vocational and Adult Education (BVAE)
c.	___	___	Direct contact from PDE/BVAE staff
d.	___	___	Direct contact from BVAE Regional Consultant
e.	___	___	Individual conversations with other administrators
f.	___	___	Intermediate Unit personnel
g.	___	___	Information mailed by an Exemplary program teacher
h.	___	___	Local professional meetings (associations)
i.	___	___	Occupational (craft) advisory committee(s)
j.	___	___	"Pennsylvania Bulletin"
k.	___	___	Personal inquiry to PDE/BVAE
l.	___	___	PVEC presentations/displays
m.	___	___	Regional/state professional meetings (associations)
n.	___	___	School (general) advisory committee
o.	___	___	School supervisory/administrative staff
p.	___	___	Teacher who wanted to apply
q.	___	___	Teacher(s) in your school, other than those who applied
r.	___	___	Visit to Exemplary program(s)
s.	___	___	Visit from Exemplary program teacher(s)
t.	___		Other (specify):
		___	________________________________
		___	________________________________
		___	________________________________

5. Were special local funds provided to your Exemplary/Replication program(s) as a result of their status?

   a. ___ No
   b. ___ Yes
      (1) If you answered "Yes,"
         (a) In the left column, check (✓) all that apply;
         (b) In the right column, write the amount of the local funds that were provided.

	Check	Amount	
a.	___	$_______	Equipment
b.	___	$_______	Facility renovations/improvements
c.	___	$_______	Nonprint materials
d.	___	$_______	Supplies
e.	___	$_______	Textbooks/print materials
f.	___		Other (specify):
		$_______	________________________
		$_______	________________________
		$_______	________________________

6. If you have suggestions for increasing the effectiveness of the Exemplary Program project, please list them:

7. Are there any comments you would like to add about the Exemplary Program effort in Pennsylvania?

THANK YOU FOR YOUR HELP!

APPENDIX E-6

University of Pittsburgh
SCHOOL OF EDUCATION
Department of Instruction and Learning

TO: Exemplary/Replication Survey Respondents

FROM: Drs. Ona Kay Kinter & Cheryl W. Steczak, Project Coordinators

DATE: July 17, 1987

We want to take this opportunity to thank you for participating in the survey of Exemplary/Replication Program Project Study conducted by the University of Pittsburgh, Vocational Education Program for the Bureau of Vocational and Adult Education of Pennsylvania Department of Education.

Your cooperation has made a positive contribution toward the continuing review of quality Exemplary/Replication Programs throughout Pennsylvania.

PITTSBURGH, PA 15260

APPENDIX F

University of Pittsburgh

for

Pennsylvania Department of Education
Bureau of Vocational and Adult Education

Administrator/Teacher Interview Guide

NAME ____________________________ DATE ______________

School ______________ Interviewer ____________________

Title of Exemplary/Replication Program ____________________

Position ________________

1. Briefly describe the characteristics of your program that make it an exemplary/replication program.

2. What do you think motivates an administrator/teacher to develop an exemplary/replication program?

3. What are the benefits of exemplary/replication status to:

    a. curriculum dissemination effort?

    b. the local education agency?

c. the vocational education program?

d. enrollment?

e. the student?

f. the teacher?

g. local employers?

h. the dropout rate?

4. How has your exemplary/replication program encouraged?

a. staff development?

b. job placement?

c. community support (including fiscal)?

d. additional exemplary program identification or replication? (List name and address of program replicating yours.)

e. other administrators/teachers to observe the effectiveness of vocational education programming?

f. improvement of vocational education programming?

5. How many visits have you made to other schools each year to tell about your Exemplary/Replication program? And how many visits were made each year to your program?

6. How might the Exemplary Program Project be improved?

7. Is funding adequate for:

   a. exemplary program activity dissemination?

   b. implementation of the replication programs?

8. What do you feel are the strengths of the Exemplary Vocational Program Project?

9. What do you feel are the weaknesses of the Exemplary Vocational Program Project?

10. Do you have any other comments you think would be helpful to better implement the Exemplary Vocational Program Project?

Replication only

11. Have you already/ or have you considered applying for exemplary status? If so why/ why not?

THANK YOU FOR YOUR HELP

APPENDIX G

APPENDIX G-1.1

EXEMPLARY PROGRAM
CASE STUDY #1

Program Name:	Agriculture Production
Exemplary:	1987 ($2,500)
School:	Solanco High School
Administrator:	Carl R. Beck
Teacher:	Dr. Arba Henry

Mr. Beck, the Assistant Superintendent of Solanco School District, ranked the curriculum, teacher, and administrative support as the factors of greatest importance to making the Agriculture Production Program truly "Exemplary." The head teacher (of three in the Agriculture Education Department), Dr. Arba Henry, stated that the curriculum and administrative support helped to make his program "Exemplary." Dr. Henry first learned about the Exemplary Program Project through the Pennsylvania Bulletin. He then contacted Dr. Elizabeth Logan, District Superintendent, and Mr. Beck. Mr. Beck read the "Annual Funding Guidelines" and encouraged Dr. Henry to submit his program. Mr. Beck stated that he wanted recognition for a "top notch" program.

Exemplary Program status has increased student interest, student recruitment, and staff/administrative support. Both the administrator and teacher agreed that Exemplary status has made a good curriculum better by upgrading Agriculture Production to the industry's standards. Exemplary status has also increased community support and local press recognition. To date (May, 1987), no local funding had been provided because of program status.

Because the Exemplary Program dissemination award was not made until February 1987, dissemination activities have been limited to one personal visit and two phone inquiries. However, three total curriculums have been mailed to other vocational schools and a video-tape presentation of the program is being created. To date (May 1987), the most effective method of dissemination for this newly "Exemplary" Program was by mail.

The Agriculture Production Program has not been modified since it was first given Exemplary status during Fall 1986. Both the teacher and the administrator said they totally support and encourage the Exemplary Program Project effort.

APPENDIX G-1.2

EXEMPLARY PROGRAM
CASE STUDY #2

Program Name:	Assessment and Remediation for Mainstreaming
Exemplary:	1986-87 ($2,500)
School:	Altoona Vocational-Technical School
Administrator:	William Moore
Teacher:	Norman Nagl

Both administrator and teacher agreed that administrative support, teacher, and curriculum are the factors that made this program "Exemplary." Both found out about the Exemplary Program Project at a Pennsylvania Vocational Education Conference (PVEC).

Exemplary Program status has reduced the number of student dropouts and increased Cooperative Education enrollment and job placements. It has improved support from the local community, craft committee, and industry. Curriculum is now individualized for students with special needs.

During 1986-87, 12 personal visits and four mail inquiries were made to the Exemplary Program. Seventy-five curriculums and brochures about the program were disseminated. The teacher made nine presentations to PVEC, CEC, PAVESNP, and local groups. The administrator made 19 presentations. Local staff and the Intermediate Unit have helped in dissemination. The most effective method of dissemination has been the videotape presentation and the least effective has been phone inquiries. The Exemplary Program has not been modified since cited as Exemplary. No additional local funding has been provided to the program.

Both the teacher and administrator agreed that State funding should be allowed for equipment and for a teacher aide and substitute teacher salaries.

No problems were incurred in developing the Exemplary Program or in dissemination efforts.

Both the teacher and administrator believed that the Exemplary Program Project effort should continue in Pennsylvania. Both encourage BVAE to name a new State Coordinator and provide additional inservice to Exemplary Program staff.

APPENDIX G-1.3

EXEMPLARY PROGRAM
CASE STUDY #3

Program Name:	Baking
Exemplary:	1984-85 ($2,500), 1985-86 ($4,500), 1986-87 ($5,500)
School:	Alvin A. Swenson Skills Center
Administrator:	Dr. Ruth K. Horwitz
Teacher:	David Wiley

Stuart Kaplan, Food Production, Service and Management teacher, was unable to be present for the on-site visitation and interview. Mr. David Wiley, instructor for the Baking Program at Swenson Skills Center, was interviewed as a substitute for Mr. Kaplan, (whose program had been selected by the study team as a Mentor Exemplary Program to be visited).

Mr. Wiley and Dr. Horwitz agreed that the competency-based curriculum ranks first in making the Baking Program at Swenson truly "Exemplary." Mr. Wiley ranks "the teacher" as being second and the administrator ranks "the teacher" component as third in helping to make the program Exemplary. However, both agreed that the occupational advisory (craft) committee ranks fourth and fifth, respectively, in helping this program excel.

The Baking Program has been modified since it was first cited as Exemplary with the addition of new competency-based objectives and curriculum changes. The administrator encouraged the teacher to strive towards Exemplary status.

Mr. Wiley received six personal, four phone, and four mail inquiries about the program. Dr. Horwitz received over two dozen similar requests. Seven curriculums have been disseminated. The teacher has made four formal presentations and the administrator approximately 15 about the exemplary program at Swenson. Problems that have arisen from dissemination activities were: difficulty in getting substitute teachers, drain on teacher's time, too little staff support, and too disruptive to class. Dissemination costs surpassed Exemplary grants.

The students benefit the most from the Exemplary program status at Swenson. Public relations, job placement, and student enrollment have been increased.

The administrator and the teacher made the following suggestions for improving the effectiveness of the Exemplary Program Project:

- Allow equipment to be purchased.
- Coordinate State and Regional Exemplary Program sharing sessions.
- Publish an illustrated booklet on Exemplary/Replication teachers and programs.
- Remove rigid budget line-items.

APPENDIX G-1.4

EXEMPLARY PROGRAM
CASE STUDY #4

Program Name:	Clinical Laboratory Assistant
Exemplary:	1983-84 ($2,500), 1984-85 ($4,500), 1985-86 ($5,500)
School:	Swenson Skills Center
Administrator:	Dr. Ruth Horwitz
Teacher:	Dr. Gertrude Brown

On her questionnaire, Dr. Brown ranked the teacher, the curriculum, and administrative support as the most important in making this program "Exemplary." The administator ranked the curriculum, administrative support, and the teacher as the important factors. The administrator helped the teacher received Exemplary status and the program area Supervisor, Dr. Jon Hunt, has also been supportive. The Clinical Laboratory Assistant Program has not been modified since it was first cited. The program encourages men, as well as women, to enter a career in this field and to "go beyond" in their career aspirations and education. Job placement has been 80-100% each year since Exemplary status was awarded.

Other benefits associated with Exemplary status have been an increase in student enrollment, staff morale, craft advisory committee support, and Board interest.

The teacher reported having received six personal, six phone, and eight mail inquiries about the program. Six curriculums and over 100 brochures have been disseminated. The administator and the teacher believe the PVEC "Kaleidoscope" is the most effective dissemination procedures. (Note: Dr. Brown gave a very effective permission presentation on the Exemplary Program Project, as well as her own

Exemplary Program, at a University of Pittsburgh technical updating workshop for Medical Lab Assistant teachers at A.W. Beattie AVTS in October 1986).

Dr. Brown has made approximately 60 formal presentations about this Exemplary Program to teacher, community, and local employer group. She has been visited by eight teacher/administrator groups and has made 12 visits to other programs. Dr. Brown has had no dissemination problems. No local funding has been provided, but both the administrator and teacher agreed that dissemination costs far exceed the allotted budget. Both agreed that more funding should be placed in dissemination grants for the development of video taples/slides presentations, printing, and travel. But both the administrator and the teacher share a very real sense of pride for their Exemplary Program.

APPENDIX G-1.5

EXEMPLARY PROGRAM
CASE STUDY #5

Program Name:	Diversified Occupations
Exemplary:	1984-85 ($2,500), 1985-86 ($2,500), 1986-87 ($2,500)
School:	Governor Mifflin High School
Administrator:	Chris B. Sherk
Teacher:	Joanne Dietz

The teacher and administrator of this Exemplary Program state that the hard work and mutual support of a number of teachers and administrators make the program at Governor Mifflin an "Exemplary" one. Initially, the teacher was contacted by BVAE and told about the Exemplary Program Project.

Exemplary Program status has increased enrollment in Diversified Occupations. It has improved administrative, craft committee, community, and other teacher interest/support. Exemplary status brought the program up to industry's standards and provided $1,500 in local funding.

Even with the addition of local funding, dissemination costs far exceeded the $2,500 yearly grant. Approximately 25 teacher groups visited the Governor Mifflin Program each funding year. The teacher and/or the administrator made an average of six visits to other schools and 15 formal presentations each funding year. Approximately 40 curriculums and 2,000 descriptive brochures have been disseminated. Estimated cost of dissemination per year is $5,000. State-level BVAE helped in the dissemination effort.

The Diversified Occupations Program has been modified since it was first cited as Exemplary. Several new courses have been added to the curriculum.

To increase the effectiveness of the Exemplary Program Project, the administrator and teacher made the following suggestions:

- Provide remuneration for staff in the budget for the "extra" time needed to develop, print and mail, and otherwise disseminate materials.
- Provide a salary for a part-time secretary, substitute teacher or aide.
- Group the visitations by other schools that want to observe and discuss the Program into specially designated visitation days.
- Provide a list of schools that have replicated the Governor Mifflin Exemplary Program.
- Allow "us" to visit the replications to aid them in the Replication process.
- Allow "us" to work with the programs that were "turned down" for replication to encourage them to reapply.

APPENDIX G-1.6

EXEMPLARY PROGRAM
CASE STUDY #6

Program Name:	Exemplary Vocational Business Education Programs in Accounting, Secretarial, and General Office
Exemplary:	1984-85 ($5,000), 1985-86 ($4,000)
School:	Harrisburg-Steelton-Highspire High School
Administrator:	John Murray
Teacher:	Judy Murray

Both administrator and teacher agreed that the competency-based vocational curriculum, the teachers, and community/administrative support are the factors that have made this Business Education curriculum truly "Exemplary." Both found out about the Exemplary Program Project through BVAE State Staff.

Exemplary Program status has increased the number of student Cooperative Education and job placements. It has improved administrative, craft committee, community, and other teacher interest/support. Exemplary status improved the Business Education curriculum and made new equipment purchases possible. (Of interest was the observation that Exemplary Program status has been a source of focus and pride within the community and school as the record of the football team declined in a community that had always had football to "look up to.")

During the period 1985-87, 20 personal visits and 18 mail/phone inquiries were made from individuals interested in this Exemplary Program. Sixty total curriculums were mailed along with 1,000 descriptive brochures to interested teachers. The videotape was shown 20 times to PVEC, community groups, school board, and employer groups. Mrs.

Murray has made eight visits to other programs to disseminate materials. Local administration and PDE consultants aided in the dissemination of Exemplary Program materials. The teacher stated that the most effective method of dissemination was a personal visit to the program and the least effective was brochure mailings.

The Exemplary Business Education Program has been modified since it was first cited as Exemplary; several new courses have been added to the curriculum.

As a direct result of Exemplary recognition, $1,300 of local funding was provided to the program. The estimated cost of dissemination for the first year of operation was $7,000 and approximately $5,000 for the second year. Both teacher and administrator stated that additional State funds should be available for travel, substitute teacher salaries, development of curriculum materials, and for development of slide/videotape programs. Both teacher and administrator agreed that more money is needed in the third and fourth years for dissemination and updating of curriculum, and both agreed that a new State Coordinator needs to be named soon to coordinate Exemplary Program Project activities.

To increase the effectiveness of the Exemplary Program Project, the administrator and teacher made the following suggestions:

- Fill the now vacant position of BVAE Exemplary Program Coordinator.
- Increase the funding scale during the latter years.
- Allow for the purchase of equipment and supplies.

APPENDIX G-1.7

EXEMPLARY PROGRAM
CASE STUDY #7

Program Name:	Industrial Arts (Metals Manufacturing)
Exemplary:	1985-86 ($3,500)
School:	Peabody High School, School District of Pittsburgh
Administrator:	Al Ulrich
Teacher:	Lawrence Kamenicky

Both administrator and teacher agreed that the teacher, administrative support, and competency-based vocational curriculum make the metals manufacturing program "Exemplary." The teacher was influenced to pursue Exemplary status by administrators in the school.

Exemplary Program status brought pride and recognition to Industrial Arts and Vocational Education in the school district. More students entered and completed the program than ever before. Teachers and administrators were recognized for their efforts, new equipment was purchased, and the community and the craft committee gave additional support.

Thirteen visits have been made to the program. Four people contacted the school by phone and five by mail. "Several hundred" descriptive brochures have been distributed and 13 curriculum guides have been mailed to other teachers. Teachers, students, and administrative staff helped with dissemination of materials. The most effective method of dissemination has been that of personal visits to the program.

The curriculum continues to be modified to improve its quality each year. New components (e.g., print reading and remedial math) are added each semester.

The estimated cost of dissemination per year is $2,000. Both the teacher and the administrator believed that more State funding should be available for travel, development of curriculum, and development of promotional materials.

Both the teacher and the administrator stated that dissemination activities could be disruptive to the class/school. They believed that budget line-items were too rigid and dissemination activities were far more costly than the PDE stipend for them.

The following suggestions were made:

- Provide more Statewide public relations.
- Give genuine status to these programs and utilize their staffs.
- Provide more State funding for substitute teacher salaries, teacher aides, and purchase of equipment and supplies.
- Share "our" Exemplary Program ideas with other states.

APPENDIX G-1.8

EXEMPLARY PROGRAM
CASE STUDY #8

Program Name:	Marketing and Small Business Management
Exemplary:	1983-84 ($2,500), 1984-85 ($2,500), 1985-86 ($2,500)
School:	Lebanon County Vocational-Technical School
Administrator:	Peter K. Uhilg
Teacher:	Susan Dowhower/James Karsnitz

Both the original teacher (Mr. Karsnitz) and the administrator agreed that the teacher, administrative support, and the competency-based curriculum are of greatest importance in making the Marketing Program "Exemplary." Both found out about the Exemplary Program Project through direct contact from PDE/BVAE staff. The program has continued to be Exemplary because of the enthusiasm of the teachers, the craft committee, and the Program's successful job placement rate.

Since this program was the first Marketing and Distributive Education Exemplary Program, over 25 teachers/administrators have visited the program. Each year actual dissemination costs have exceeded the dissemination grant. In 1985-86, $4,000 was spent on dissemination, and in 1986-87, $7,000 was spent. Over 1,000 brochures and 35 curriculums were shared with other schools.

Both the teacher and the administrator indicated that small formal presentations and on-site visitations are the most effective methods of dissemination of Exemplary Program materials. They considered the PVEC "Kaleidoscope" presentations to be the least effective methods. In addition, they have experienced problems in dissemination activities. They found the activities to be disruptive to the class/school, too demanding of the teacher's time, and "not worth the extra work" (as indicated in their questionnaires).

The Exemplary Marketing Program has changed since first cited as Exemplary. The program now includes entrepreneurship training and small business management, and the program name was changed to reflect the new emphasis.

Exemplary Program status has most benefited the students through increased program publicity, new equipment, competency-based instruction, cooperative education placement, and job placement. However, Lebanon County AVTS has experienced some problems with other staff feeling "slighted."

No local funding was provided as a result of Exemplary status. Both the administrator and teacher agreed that the dissemination grant should be larger and include more funding for travel, substitute teacher salaries, and development of promotional materials.

In order to increase the effectiveness of the Exemplary Program Project, the teachers and administrator suggested the following:

- Fund more replications of Exemplary Programs.
- Have PDE fund "groups" of teachers to visit (would be less disruptive).
- Increase the time the PDE Exemplary Program Project Coordinator spends disseminating Program activities.
- Give the teachers a monetary award.

APPENDIX G-1.9

EXEMPLARY PROGRAM
CASE STUDY #9

Program Name:	Scientific Data Processing
Exemplary:	1985-86 ($1,000)
School:	Central Westmoreland Area Vocational-Technical School
Administrator:	Clentin Martin
Teacher:	Ruth Ament Shoaf

Both the teacher and the administrator agreed that the factors of greatest importance to making the program "Exemplary" are the teacher, the competency-based vocational curriculum, and local community support. Mrs. Shoaf was motivated to pursue Exemplary status for her program by other teachers in her school and her own desire to improve the program.

Mrs. Shoaf felt that the students were the group, within the school, that received the most benefits associated with the Exemplary status. Cooperative Education placements and final job placements increased because of the new public awareness of the program. More students were recruited into the program than ever before, and all were more highly motivated. When the program received Exemplary status, the interest and motivation of other teachers increased. In the effort to receive Exemplary status, the program was updated to industry standards and the school received statewide recognition.

Six teachers visited the program (one from out-of-state) to learn how to replicate its success. Eight inquiries have been made by phone and three by mail. Mrs. Shoaf has disseminated seven curriculum guides, 300 brochures, 200 course goals, and 250 equipment lists.

The teacher experienced the following problems in her dissemination activities: lack of administrative support, too much demand on her time, and disruption of the class. Mrs. Shoaf found that it can be difficult to conduct the classes of an Exemplary Program and to participate actively in dissemination activities for that program. Mrs. Shoaf indicated that the work involved in the dissemination activities was "not worth the extra effort," as indicated on the questionnaire. The Exemplary Program continues to be modified each year to include additional competency-based curriculum and add many new job packets.

No additional local funding was provided to the program as a result of Exemplary recognition. The teacher stated that the actual cost of dissemination has exceeded the PDE budget allowance. Both the teacher and administrator said they believe that more State funding should be made available to develop and revise curriculum materials, for travel, and for communication (phone and postage).

Problems incurred as a result of Exemplary status were: lack of administrative support, dissemination activities disruptive to the class/school, costs exceeded small PDE budget for activities, and the demand for the time of the teacher was enormous.

APPENDIX G-1.10

EXEMPLARY PROGRAM
CASE STUDY #10

Program Name:	Single Parent/Homemaker ("New Beginnings")
Exemplary:	1985-86 ($2,500), 1986-87 ($2,500)
School:	Delaware County Community College
Administrator:	Dr. Art Smith, Administrator-of-Record Dr. Suzanne Whitaker, Program Administrator
Teacher-Coordinator:	Dr. Suzanne Whitaker

As the administrator and teacher-coordinator of the Program, Dr. Whitaker stated that the teacher-coordinator, (institutional) administrative support, and curriculum are the factors that made this program "Exemplary." Dr. Whitaker found out about the Exemplary Program Project through direct contact fromPDE/BVAE staff.

Exemplary Program status has increased student interest, legislative action for single parent/homemaker groups, and student job placement. Exemplary status has provided teacher in-service and motivation. New competency-based curriculum materials are being used. Increased program publicity has led to increased program recognition and public support.

Dr. Whitaker reported that during the period 1985-87, 45 personal inquiries, 20 phone inquiries, and 15 mail inquiries were received from Pennsylvania teachers/administrators. Approximately 25 out-of-state inquiries have also been made about this Exemplary Program. Forty curriculums and 100 brochures have been disseminated. Twenty formal presentations about the program have been conducted. Dr. Whitaker believes that personal on-site visits are the most effective dissemination procedure. However, she also said that dissemination activities have been reduced because the time is very limited. BVAE

State-level staff have helped Dr. Whitaker with dissemination activities.

No local funding has been provided. Dr. Whitaker would change the structured budget for Exemplary Programs. She would increase travel monies. She stated that the amount allotted for video production is far below actual costs.

The four Exemplary Single Parent/Homemaker Programs helped to create a manual for new program development. Dr. Whitaker suggested that additional State-level and regional meetings be conducted to allow for dissemination of this valuable curriculum. She also stated that she has been informed that $1,000 was "set aside" to be allocated July 1, 1987 for Exemplary Programs started in 1984-86. She hoped to receive her allotment to support the dissemination activities.

APPENDIX G-1.11

EXEMPLARY PROGRAM
CASE STUDY #11

Project Name: Vocational Welding

Exemplary: 1984-85 ($2,500), 1985-86 ($2,500)

School: Crawford County Vocational-Technical School

Administrator: B. A. Fisher

Teacher: Worth Hammond

Both the administrator and the teacher agreed that the teacher and the competency-based vocational curriculum have made their Welding program "Exemplary." The teacher found out about the Exemplary Program Project through professional meetings and BVAE staff.

Exemplary Program status has increased the number of students in the Welding program, reduced student dropout rates, and increased job placement. It has improved teacher and administrative interest in vocational education. Local industry has donated equipment. The school has benefited through Statewide recognition. The students are more self-sufficient through the class management of this Exemplary Program.

During the period 1985-87, ten visits were made to the Exemplary Program. Four phone and four mail inquiries were made. The teacher made four presentations to PVEC and regional associations (including one at a University of Pittsburgh workshop for Welding instructors), and visited two other programs. Three hundred descriptive brochures, 50 task lists, 50 lists of performance objectives, and 30 curriculum guides were disseminated about the Exemplary Program. State BVAE staff helped with dissemination activities. Mr. Hammond believes that actual personal visits are the best method of dissemination of the Exemplary Program curriculum.

The curriculum continues to be modified each year to improve its quality. No additional local funding was provided to the Exemplary Program as a result of its status. The estimated cost of dissemination per year was $1,200. Both the administrator and teacher believed that more State funding should be available for development of brochures, development of curriculum, travel, substitute teacher salaries, and the purchase of VCR tapes.

Teacher reported that problems with administrative support were incurred: the "LEA does not seem to be aware of the benefits of Exemplary status."

To increase the effectiveness of the Exemplary Program Project in Pennsylvania, the following suggestions were made:

- Hire a State Exemplary Project Coordinator.
- Increase public relations about the Project at the State level.
- Increase the budget for dissemination activities.
- Increase inservice to LEA administration (teacher was not allowed by administrative staff to travel to PVEC to receive the Exemplary Award).
- Increase information (PR) about Replication/Exemplary status.

APPENDIX G-2.1

REPLICATION PROJECT
CASE STUDY #1

Program Name:	CAD in the Industrial Arts Program
Replication:	1985-86
Replication of:	Norristown Area High School (Industrial Arts - Drafting/Design)
School:	Altoona High School
Administrator:	Walter Betar
Teacher:	Gerald Valeri

Both the teacher and administrator agreed that the students received the most benefits from replicating an Exemplary vocational program. Enrollment has increased and the dropout rate has decreased since the replicated program has been in place. Staff have benefited from teacher inservice, and curriculum has been upgraded to meet industry standards. The teacher, Mr. Valeri, experienced no problems in replicating about 50% to 75% of the Norristown Exemplary Program, from which he received the curriculum, goals, and course objectives. The teacher and curriculum make this Replication Program successful.

Nine visits were made by other teachers/administrators to see the Replication Project, eight inquiries were made by phone, and two by mail. Mr. Valeri made two formal presentations about his Replication Project. He indicated that the most effective method of dissemination was "word of mouth." Mr. Valeri indicated that he would not apply for Exemplary status at this time.

The teacher visited the Norristown program and found that the factors that made that program Exemplary were its curriculum, resources, and teacher. Local supervisory staff and PDE Regional Consultants helped them to replicate the program at Altoona High School. PDE State personnel assisted in the implementation of the Replication Project by suggesting the mentor program, mailing descriptive literature about the Exemplary Program, and contacting the mentor for site visitation. No problems were encountered in replication or dissemination.

Additional local funding ($11,900) was provided for equipment, facility renovation, and software as a result of Replication status. Both the teacher and the administrator believed that more State funding should be available for travel, substitute teachers, and program supplies.

Both the teacher and the administrator suggested that more programs should be made Exemplary and then replicated by additional sites and that funding for Exemplary Program dissemination should be increased.

APPENDIX G-2.2

REPLICATION PROJECT
CASE STUDY #2

Program Name:	Diversified Occupations/Cooperative Education
Replication:	1985-86 ($6,000)
School:	Eastern Lancaster School District
Replication of:	Harry S. Truman High School and Governor Mifflin High School (Diversified Occupations)
Administrator:	John M. Gould
Teacher:	Carl J. Cobb

Mr. Cobb and Mr. Gould ranked the teacher, the curriculum, and local community involvement as being the most significant factors making this program replication "Exemplary." Both learned about the Exemplary Program Project through a PVEC presentation/display and from PDE/BVAE staff.

Both the teacher and the administrator indicated that student interest, Cooperative Education placement, teacher interest/motivation, program publicity, local industry support, and Statewide recognition increased as a result of Replication status. The curriculum was improved also with the addition of competency-based curriculum materials and individualized student instruction.

Mr. Cobb has received two personal visits and one phone inquiry. He has made four formal presentations, and Mr. Gould has made six presentations to local boards and employers.

No additional funding has been provided as a result of replication status. However, Mr. Cobb stated that advisory committee and local employer support has increased. Mr. Cobb replicated 100% of the

Exemplary programs he visited. He intends to apply for Exemplary status. He believes that teachers exchanging information during a personal, on-site visit is the best way to disseminate Exemplary Program information. The teacher received additional support from the State (PDE/BVAE) staff, who provided help in proposal writing and help in contacting the mentor programs and arranging invitations for site visitations.

Mr. Cobb made the following suggestions for improving the Exemplary Program/Replication Project:

- Have PDE/BVAE mail press releases to local newspapers/newsletters, school boards, etc.
- Provide a State-funded, State-sponsored visitation day to allow teachers to visit Exemplary Programs.
- Award a "Banner" to Replication Projects as well as to Exemplary Programs.

APPENDIX G-2.3

REPLICATION PROJECT
CASE STUDY #3

Program Name:	Drafting/Design Technology
Replication:	1984-85 ($6,000)
Replication of:	Norristown Area High School
School Name:	Harrisburg-Steelton-Highspire AVTS
Administrators:	Dr. Juanita Moore and Dr. Judith Zaenglein
Teacher:	Mr. Thomas Miller

Mr. Miller was hired to teach the vocational-technical program, Drafting/Design Technology, in September, 1985, after the Exemplary Industrial Arts Drafting/Design Program at Norristown School District was funded for replication at Harrisburg-Steelton-Highspire AVTS. Therefore, Mr. Miller was unable to document the replication process. Drs. Judith Zaenglein, Curriculum Consultant, and Juanita Moore, Director at Harrisburg-Steelton-Highspire AVTS, did respond to the Replication survey questions.

Both administrators visited the Exemplary Program at Norristown and made direct contact to PDE/BVAE staff to find out about the replication process. Drs. Zaenglein and Moore indicated that they believed that class enrollment, student interest, and motivation increased as a result of the Replication status. Other benefits associated with Replication status were: new equipment, supplies, resource identification, and articulation with other educational agencies.

In a structured personal interview, Mr. Miller commented that he had not followed the curriculum or utilized the equipment replicated from the Exemplary Industrial Arts Drafting/Design Program. Following the advice of his craft advisory committee and drawing on his own expertise as a draftsman, the teacher utilized a curriculum he feels reflects the drafting industry's standards. Mr. Miller indicated that he would like to purchase CAD/CAM drafting equipment. In the meantime, his craft committee provides actual field-based drafting/design assignments for his students to complete.

Both administrators made three formal presentations about the Replication Program to advisory committee members and at a State conference. No local funds were provided as a result of the Replication status.

Both the administrators and the teacher encourage others who are considering the replication process to both carefully evaluate and match the Exemplary Program and their own local.

APPENDIX G-2.4

REPLICATION PROJECT
CASE STUDY #4

Program Name:	Food Service
Replication:	1986 ($4,104)
Replication of:	Alvin Swenson Skills Center (Food Service)
School:	Central Westmoreland Area Vocational-Technical School
Administrator:	Clentin C. Martin
Teacher:	Patricia Rumbaugh

Replicating an Exemplary Vocational program has increased success in the recruitment of students and in job and cooperative education placement for the Food Service Program at Central Westmoreland AVTS. Both the teacher and administrator agreed that the interest of teacher(s) of Exemplary/Replication Programs motivated other school personnel. Replication status also provided supplies, resource identification, and school publicity.

Mrs. Rumbaugh believed that the competency-based curriculum, resource library, and information from the Replication Project's mentor teacher helped to make her program a successful replication of the Swenson Exemplary Program. The teacher replicated about 75% of the Exemplary Program at Swenson Skills Center.

Both the teacher and administrator learned about the Replication Projects Program from PDE/BVAE staff. Mrs. Rumbaugh made five presentations about her program to local teacher groups and at State meetings. Four people have inquired by phone about the program, and two people inquired by mail.

The mentor program teacher provided curriculum, course goals, and course objectives. The craft advisory committee for the Food Service Program also provided support for the replication effort. No problems were encountered in replication.

Both the teacher and the administrator believed that replication grants were more valuable to a school than Exemplary status because of the increased monies ($6,000 for Replication versus only $2,500 for Exemplary) that directly benefit and upgrade the program. They made the following suggestions for increasing the effectiveness of the Exemplary/Replication Projects Program:

- Provide more monies to continue updating of existing Exemplary/Replication Programs.
- Implement funding earlier in the fiscal year.
- Communicate more effectively (PDE) with the Exemplary/ Replication Programs.
- Award more T&I Exemplary Programs.
- Increase Exemplary Program monies.
- Provide feedback from Exemplary Programs as they continue to modify/change/improve.
- Replicate more Exemplary Programs.

APPENDIX G-2.5

REPLICATION PROJECT
CASE STUDY #5

Program Name: Nursing Assistant

Replication: 1985-86 ($6,000)

Replication of: Alvin A. Swenson Skills Center (Nursing Assistant)

School: Carbon County Area Vocational-Technical School

Administrator: George Seiler

Teacher: Rose Cherba

The teacher who applied for the Replication grant is no longer with the school. Therefore, Ms. Cherba, who was hired in January, 1987, was not interviewed, nor did she complete a teacher survey form.

The administrator at Carbon County AVTS is now pleased with the Replication Project at his school. Mr. Seiler said the replication of the Swenson program was difficult to accomplish at first because he had to make three contacts with the administrator/teacher at Swenson before a visit and materials dissemination could take place. Mr. Seiler stated that the Swenson teacher seemed unwilling to share the curriculum materials and that there was a decided lack of interaction between the Exemplary and Replication Program at first. (It should be noted that the Swenson Exemplary teacher is no longer employed. Thus, this program no longer retains Exemplary status, although Swenson personnel stated to the researcher that the new teacher is "working hard" to renew Exemplary recognition.) Mr. Seiler stated that Carbon County AVTS is isolated, and he sees the Replication process as a good way for teachers to share curriculum and interact with each other.

Mr. Seiler believes that his Replication Program most benefits the students by upgrading the curriculum to industry standards and providing more employment opportunities for them. Enrollment in the Nursing Assistant Program increased after Replication status. Community involvement, public relations, and craft advisory committee support also increased with Replication status. Additional local funding ($1,500) was also given to the program for supplies as a result of the new Replication process.

Mr. Seiler heard about the Replication Program Project through direct contact from BVAE Regional Consultants. The $6,000 Replication grant monies were used for equipment and supplies for the program.

The administrator has shared the program curriculum with three administrative groups and one teacher group. Mr. Seiler suggested that all teachers/administrators interested in the Replication process be invited to a PDE workshop that includes meetings with a representative of each of the Exemplary Programs available to replicate. He encourages that more replications be funded, and he encourages more support from the mentoring program to the Replication Program.

APPENDIX G-2.6

REPLICATION PROJECT
CASE STUDY #6

Program Name:	Single Parent/Homemaker (Positive Outlook)
Replication:	1984-85 ($4,976)
Replication of:	Mercer County AVTS (Single Parent/ Homemaker Program)
School:	Bradford High School
Administrator:	Leroy Derstine
Coordinator:	Janice Himes

The information contained in this case study was derived from a teacher survey and interview. The administrator survey was not returned and an administrator interview was not conducted.

The Coordinator of the Program believes that the curriculum, audiovisual resource library, and recruitment procedures make her program a successful replication of an Exemplary Program. Mrs. Himes replicated 100% of the Exemplary Program at Mercer County AVTS, with minor adaptations to accommodate local students and local industry needs.

Replication status has aided recruitment of students, job placement, program curriculum, program publicity, and program recognition. In addition, Mrs. Himes has been more motivated to continue to evaluate and upgrade her program.

The teacher learned about the Replication Projects Program from PDE/BVAE staff. She has made six presentations about her program, including one in Columbus, Ohio, for the Ohio Exemplary Program teachers. Thirty people have visited her program and nine people have received information over the telephone.

The mentor program teacher provided curriculum, course goals, and course objectives. An active advisory committee also provided support to the replication effort. State personnel provided assistance in contacting the mentor program.

Lack of administrative support, lack of public relations efforts from BVAE, and rigidity of budget line-items created problems for this program's replication process. Mrs. Himes has considered applying for Exemplary status but feels that she is still learning and is not sure of the administrative support for that effort.

Approximately $700 in additional local funding was provided to the Program as a result of the Replication status. Mrs. Himes would like to see more State funds available for travel (to the mentor program and to make presentations), for communication, and for development of audiovisual materials.

Mrs. Himes suggests that PDE/BVAE staff communicate more often with Exemplary/Replication Project staff to clarify budget constraints, conduct more staff inservices, include more funding for equipment, and work with the LEA administrator to encourage the Exemplary/Replication Project.